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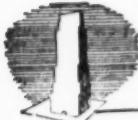
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JUNIOR COLLEGE JOURNAL

VOLUME XXVII

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Financing Junior College Education—An Urgent Problem

RICHARD G. COX

MOST COLLEGE problems apply, with some variations, to all types of reputable institutions. Beyond the basic, almost universal problems, each unit or level must struggle with conditions peculiar to its location, clientele, and general objectives. Suitable grounds, buildings, equipment, the right kind of teachers, the organization of curriculums to meet the needs of different kinds of student abilities and talents, all claim serious attention, nor can any school escape the problem of raising money. Truly, money is the source of all educational headaches, and many of these headaches can never be cured completely.

The first junior college was the lower division of a university whose president recognized and sought to remedy the mistake of trying to fit 17-year-old boys and girls into the traditional patterns of the upper or senior division. The designation of this lower unit as the junior college carried no intimation of inferiority but denoted simply a difference in advancement. These two levels are comparable to those of junior and senior high school, or of senior college and graduate school.

RICHARD G. COX was formerly President of
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When the first separate schools on this level of education were established, the name junior college was adopted. Fortunately, it is generic enough to include many different sorts of colleges, probably some yet unborn. The junior college family has matured and expanded and so have its sons and daughters, but the parent institution still bears proudly the original name. Now the members of the family are so diverse in size, methods, and objectives that they scarcely recognize each other; yet they are learning to understand, respect, and even to like each other.

The junior colleges assumed additional problems in their attempt to meet more satisfactorily the needs of students in their upper teens. They attempted to maintain small classes, a personalized relationship between teachers and students, and to encourage student participation in class discussions. They strove to obtain able teachers, suited by education, experience, and personality, to work as full-time specialists in this important field and to develop curriculums that would have maximum value not only for the students who would continue their education at a higher level but also for those who might

choose, or be compelled, to discontinue formal education at the end of two years.

At the outset, private junior colleges were in the majority, but after 15 years, three-fourths of all junior colleges were private and one-fourth, public. Their total enrollments were in approximately the same ratio. Entrance requirements were usually those prescribed by the accrediting associations. Subjects taught were largely in the field of liberal arts. From the beginning, however, a few courses, that shall be referred to here as vocational to avoid lengthy differentiations, found their way into the curriculums from year to year. Colleges were agreed that a proper balance should be maintained in each such course between classroom instruction and laboratory work. The percentage of vocational courses in any curriculum leading to graduation was restricted.

At first, the junior college movement was generally misunderstood. By many it was considered as unnecessary, a presumptuous interference in an established educational order. Others thought of it as an attempt to lure students away from the lower division of four-year colleges and universities and, perhaps, to ruin many of the smaller colleges. In general, however, the large universities were understanding, encouraging, and cooperative. Some of the outstanding advocates of the junior college were members of university faculties. They contributed many magazine articles and frequently assigned dissertations on the subject to graduate students. Misunderstanding might have been lessened appreciably by well-organized, continuous publicity and the earnest promotion of a good public relations program. It was due in part to a determination by leaders to delay precise definitions and limitations,

to hold to their new freedom from the comparatively fixed educational patterns of other levels, and to allow the fullest possible play for initiative, experimentation and variation.

About 1925, the regional educational associations began to accredit junior colleges. By that time, there were almost as many public as private junior colleges, and more students were enrolled in the former. Today, public junior colleges outnumber private institutions about 4-3; and the ratio of total enrolments is 8-1. Intertwoven with this trend came a continued multiplication of vocational curriculums. Public junior colleges have taken the lead in this phenomenal development and have assumed largely the enormous additional requisite expense. Nearly all private junior colleges have practically full enrolments, have some sources of income other than student fees, and are now operating on a non-profit basis; yet it has not been possible for them to finance more than a small fraction of such rapid vocational expansion.

Demand has come from employers in industry, business, semi-professional work, and in almost innumerable occupations for more education and greater competence in specific fields than can be found ordinarily among high school graduates. The demand has been seconded by thousands of youth and adults, capable and ambitious, who may be disqualified economically for further formal education but are interested in a type of terminal training that would prepare them for positions paying good salaries and for the obligations of citizenship.

The American Association of Junior Colleges, with many complex problems to be solved, found it advisable to create in

recent years seven research and service committees to cover every phase of junior college endeavor. The chairmen and members of these committees are chosen from the strongest junior college executives and faculty members from all sections of the United States, representing as nearly as possible all types of junior colleges. The value of the work that they have done to date cannot be overestimated. Their findings have provided guidance for boards of trustees, executives, faculty, and for the whole Association.

Gratifying progress has been made in the past half century in solving multitudinous problems. Nearly all of them could be listed as persistent. One of the most urgent problems, still largely unsolved, is that of securing general public under-

standing, approval, and enthusiastic support of the ever-broadening junior college movement. A program with this end in view, in which all who are informed and interested can and should participate, calls for contacts with persons of influence and importance, whose judgment will in turn affect the thinking of the general public—business and industrial people, heads of great foundations, university presidents, editors of national magazines, governors of states, and other public officials. The money problem is persistent and inescapable. With better publicity and public relations the financial needs of both private and public junior colleges may be more fully recognized and given deserved attention.

Philosophical Roots of General Education Science

ROBERT H. LONG

ONE OF the most troublesome problems in teaching a general education science course is the ever-present quandary: How can the course be arranged so as to include sound instruction in those of its phases that mark it as a truly general education course? Here craftsmanship in organizing content and procedure is taxed to the limit—and sometimes to a point of frustration.

There is little doubt that the change of pace that necessarily follows commitments to a program of general education tends to confuse many teachers, both the newcomers and those who, by experience, operate in a sphere of rapport with students. Teachers of the conventional courses in science, with their concise blocks of subject matter—much of which is highly factual—seem to be especially vulnerable to the perplexities confronted when attempting to establish courses with such a varied set of objectives as general education dictates. But, unless the teachers and the colleges are willing to settle for survey courses encompassing the "high spots" of several formal basic sciences, the problem must be dealt with and workable plans established.

Author of numerous articles on science methods, ROBERT H. LONG is Instructor in Physical Sciences at Green Mountain Junior College, Poultney, Vermont, and state director of the National Science Teachers Association in Vermont.

While there are numerous problems to be handled in broadening a course, that of philosophy is one of the most pressing that need be worked out. There are a number of reasons for singling out this area for special attention.

Sooner or later during the study of any science topic that fits into a scheme of general education, questions arise that do not have, at least at present, neat scientific answers. It is here the teacher can be ready to lead his students on, or he can terminate the spontaneous inquisitiveness and leave an "intellectual wound," an impasse of which no *real* teacher would be proud.

Let us consider a likely example: During the study of optics the question may arise, "Is the world a mental creation, or is it a precise physical entity?" (Idealism vs. Naturalism) It would indeed be pathetic, from the standpoint of scholarship, if the teacher could not, in an assuring way, open the door to the philosophical panorama that lies just beyond the dead-end of experimental facts—where science and philosophy meet and the latter takes over.

Probably equally as good reasons for careful treatment of the philosophical aspect of such a course are: It seems to be almost intellectual infidelity to let students mistakenly grasp at theories as if they were proven facts; it seems reasonable that students should be informed that they have

intellectual choices in finding answers to many problems; and it seems sound that students should be taught to understand that close examination does not necessarily lead to "jettisoning" their fixed convictions because there are other equally sound points of view on questions.

SEVERAL IMPLICATIONS OF USING THE PHILOSOPHICAL METHOD

There are a number of implications that take shape as the philosophical roots of general education are explored. Probably one of the first to be recognized is the awareness that a person, by one route or another, must take an inevitable stand; for example, in discussing the uses of nuclear power, one must arrive at a firm basis for making *wise decisions*. To be true, one may change a stand on such a problem, but the educated person must have a clearly established point of reference.

A second implication is that a philosophical method becomes an assuring means of examining one's personal tenets, and, at the same time, one comes to have intellectual fortitude in re-examining and re-selecting "inevitable stands." It may be considered to be self-evident that leading the student to a means of converting confusion and bewilderment into logical patterns is a worthy goal of general education.

And third, as the ever-increasing contributions of science and technology accumulate, modern peoples, if they are to enjoy these things, must learn how to use them *wisely*; they must collectively find good answers to many problems that are beyond the means of science; these answers must come from value judgments. It becomes imperative that tomorrow's

citizens on a "shrinking" earth, with growing per capita power, with responsibilities of scientific warfare, and with the problems of the lengthening of the span of human life, find answers to problems that *will preserve and extend the concept that man, with all his human dignity, is important because he is a man*. This becomes a challenging responsibility of the purveyors of formal general education.

The direct introduction of the philosophical method, with its attendant problems, may not be the way to work toward this objective in a course—even one especially planned for general education. The better procedure may be for the teacher to keep a fundamental framework of the scheme in mind and then introduce the particular points as science subject matter and student interest create a "natural setting."

SOME TYPICAL PHILOSOPHICAL PROBLEMS THAT MAY ARISE IN A GENERAL EDUCATION SCIENCE COURSE

When the information of a science course (including facts, principles, and theories) is used for the improvement of the general well-being of man, some philosophical questions, with many possible facets, will come up frequently because of their nature. Examples of these (besides those mentioned) are:

1. Is there a free will? (Determinism vs. Indeterminism).
2. Is the "id" conditionally stamped by experiences of the past organisms in the ancestral train?
3. Is conscience a deep-seated, inherent human characteristic, modified and often masked by the emotional state, or is it an alterable matrix of human experience that bears on immediate mental action?
4. Is there such a condition as immortality?

5. Corollary to the problem of conscience: Is the sense of good and bad a reflection of learned morals?
6. What is it to be a man; what is the substance of human dignity?
7. What is good life; what are the guides to a good life?
8. What is truth in its broadest philosophical meaning?

These questions do not make up a complete list; they were selected as typical questions. Course objectives, student interest, and student competence will be the

principal guides in preparing a working list.

Maybe a general education course will be better if the teacher is committed to the principle of leading students to see their intellectual choices when encountering questions with answers beyond the meter stick and the statistical column; maybe proper use of philosophical roots can nurture a factual scheme of science learning so that man, his spiritual and intellectual goals, and his human destiny will become the primary objectives of the course.

Significance of General Education*

LEWIS B. MAYHEW

BY THE first half of the twentieth century, America had become a nation of specialists. The number of titles of vocations rose and with them the number of courses and curriculums to train practitioners. In place of engineering, there became civil, mechanical, electrical, aeronautical, architectural, mining engineering, etc. Where once there were salesmen who sold merchandise from town to town, there arose retail salesmen, wholesalers, and salesmen who sold only front axles, leaving to others the fine points of rear axles. Life insurance men knew, nor cared, little about the problems of fire insurance, and an advertising specialist for radio felt somehow different from one who used the medium of the press. The professions, of course, were outstanding in this regard, with medicine being divided into numerous specialties and law being similarly splintered. The scholarly world subinfeudated its disciplines sometimes to a ridiculous degree.

Now this specialization resulted in highly efficient practices, but as the ancient aphorism has it, the forest was lost

sight of. Men became such specialists that they forgot that man is whole. Small areas of knowledge were merely artifacts to aid in working with interrelated phenomena of the universe. Men became such specialists as to feel uncomfortable outside the area of their specialties. The resultant loss in human feeling can never be computed, although small evidence is suggested by the toll the assembly line takes on its specialists.

Gradually, men began to see that the efficiency gained through such high degree of specialization was not real efficiency at all. The technical tour de force of the engineer who planned a superhighway on the basis of physical factors alone was reduced in significance by the existence of a grade school beside a busy intersection. The parents of children whose lives were thus endangered questioned the efficiency of the entire undertaking. The heart specialist often failed miserably because he did not know that the functioning of that organ was tied to personality and to flat feet.

Further, men began to realize that they spent more of their time outside of their vocation than in it. The gradual reduction of the work week to its present forty hours, and perhaps future twenty or thirty, demanded that men be equipped

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* The first part of this article appeared in the December *Junior College Journal*.

to live effectively off the job as well as on it. This clearly implied a need for education for this other time. General education claimed to provide a way to reconcile the needs for specialization and the needs for education for all of life. The junior colleges were the means by which this could be done for the many.

In part to meet the demands of increasing specialization, in part the result of it, and in part the result of major sociological developments, the nineteenth and twentieth centuries saw a tremendous increase in man's knowledge. Man began to study each small aspect of the life which surrounded him and to record what he found. The sheer volume of this research made it impossible for any person to comprehend it. In school, students studied more and more fragmented pieces of knowledge and gained thereby no comprehension of the outline of the world's knowledge. Thoughtful men found this disheartening and sought a curriculum which could reintroduce students at least to the potentialities of the major divisions of knowledge. General education is the technique which is currently being employed to do this. Its spokesmen claim that all students should experience the methods of the natural and social sciences, as well as those of the humanities and the communicative arts.

At a more easily demonstrated level, college education presented some glaring weaknesses. While there was a gradual increase in the number of students attending college, there was a correlated increase in the attrition from college. During the four-year period, a college or university could expect to lose half of the students who entered as freshmen. Since many of these students were able indi-

viduals who could, by one means or another, support a college education, there was the suspicion that the college curriculum was somehow failing to meet their expectations. This, coupled with the fact that the colleges were failing to attract a large number of students qualified to handle collegiate work, was evidence that changes were in order. Such evidence could have been variously interpreted had it not been also true that a college education seemed to make very little difference with respect to some of the traits college educators claimed as desirable. As C. Robert Pace indicated in his study of people who had attended the University of Minnesota, with respect to practices of citizenship, in use of leisure time, attitudes toward social questions, and reading habits, the college population is not markedly different from the population as a whole. If the colleges were thus failing, change was in order. Spokesmen for general education have outlined what some of the curricular changes might be.

One further center of protest needs to be made explicit. The present time has been labeled the Age of Anxiety, and while collegiate education is by no means deserving of the full responsibility for this condition, it must accept some. Persons feel and act as though they had lost their personal integration. Not only do they fail to comprehend unity in knowledge, but they fail to demonstrate integrity in their own lives. The destruction of the various supports to human conduct, such as formal religion, have left people floundering. The mechanistic views of life which the various specialties have given to students have left them with no adequate means for appraising their own

role and their own conduct. Where once God-created man could rest comfortably in his belief that he was the center of the universe, he now had to regard himself and his world as only a small part of that universe. College education, with its fragmented curriculums, with its passioned emphasis upon objectivity where none prevailed, with its failure to regard the student as a human being, had contributed to the disintegration of human personality. Higher education was thus ready for revolution, and general education has sought to precipitate it. The junior colleges, evolving from the same intellectual soil, are potential, although at the present time not actual, agencies to help bring it about.

General education, it is true, came into being as a protest movement. It is also true that general education means many things to many people. St. John's College, with its great books and Socratic method, might find itself lumped with Stephens College, with its curriculum based on the most contemporary of problems, as offering general education. The study of junior colleges in California revealed an amazing diversity of conceptions of general education among those institutions. It is also true, however, that the main tendency of the general education movement manifests common elements regardless of how violently the programs differ from one another.

General education is collegiate education with non-vocational non-specialized goals or objectives. It starts from the premise that much of man's life is devoted to being an adequate person, a creative being, a member of groups, and a solver of problems. It assumes that education can contribute to the degree of

success individuals achieve in these activities outside their vocation. It therefore concentrates on subjects, skills, abilities, attitudes, and interests which are especially relevant to the person's life as a family member, a consumer, a citizen, a leisure-enjoying being, and an organism in search of satisfactions.

The fact that general education is non-vocational in orientation does not, of course, suggest that it has no application in preparation for work. Various data have been accumulated that suggest that vocational success is as much the product of an individual's personal adjustment, his ability to deal with people, his facility with symbolic communication, and his depth of interest as it is sheer technical competency. To the extent that general education seeks to develop a realistic appraisal of one's self, a humaneness about the problems of mankind, and a respect for the variety which characterizes human conduct, it contributes to vocational preparation. It does not seek to develop specialists in any of its courses. It does not aspire to develop professional performance in any of its skills. Rather, it seeks to achieve levels of taste, of performance, and of knowledge, which it is hoped would be the common heritage of all men.

General education typically adopts as the substantive content of its courses broader segments of knowledge than single disciplines. One of its purposes is to awaken in students an awareness of the scope of human knowledge. To achieve this, it is essential that students consider all of the social sciences, not just history or sociology or some other such subject. While the pattern varies slightly, the offerings in general educa-

tion deal with such things as the physical sciences, biological sciences, social science, the humanities, and communication skills. In treating of these areas, it does not seek to survey the landmarks of knowledge in each one. It attempts, rather, so to present the materials that students can gain a fairly deep understanding of the problems, the methods of inquiry, and the philosophical presuppositions characteristic of the major divisions of knowledge. It should be mentioned in this connection that there exists considerable dissatisfaction with the achievement of general education to date in this regard. Many critics have complained that, in spite of disclaimers to the contrary, general education courses are superficial resumes of knowledge—a kind of college outline series. Regardless, however, of its achievement, the intent is clear. It seeks to develop a living awareness of the nature, the scope and the limitations of man's knowledge of himself and his world.

General education has couched its goals or aspirations in the language of human behavior. It attempts to have students develop a personal code of behavior, to participate, to understand, to attain emotional and social adjustment, to enjoy the fine arts, and to use the skills of thought and of communication. It seeks to alter how men act by encouraging them to act. It assumes that knowledge alone is not enough. This is not to say that knowledge is unimportant. It is to say that education has to design a program specifically organized to achieve these objectives of changed behavior if they are to be successfully realized. They cannot be left to a chance concomitant of acquisition of knowledge. Since it sets

altering human behavior as its goal, it must be related to the changes in the needs of human beings. While it recognizes the many common facets of human need and aspiration through the ages, it also believes that many important matters are in constant flux. This characteristic is another which has attracted the fire of critics who feel that general education is too contemporary, is too concerned with the ephemeral. However, the criterion of selection of materials for general education programs is the relevance of the item for the life of the student in his time. In accordance with this principle, programs have changed rapidly as the complexion of their student bodies has changed. The needs of the veteran population were different in important regards from those of the students who came afterwards.

General education has also focused greater attention on teaching. If it were to be concerned with the way people behaved, it had to develop techniques of teaching more varied than the simple transmission of knowledge. It had set for itself alteration of some of the most complex of human activities. Thinking, for example, is as yet but dimly understood. Personal adjustment is a highly-complicated blending of physiological, chemical, emotional, and intellectual factors. If general education were to affect this in any meaningful way, more sensitive methods of teaching had to be devised. There is, of course, more than a suspicion that it has not succeeded in developing many new approaches. Some of its spokesmen, however, have demonstrated a lively interest in teaching as such and have experimented, more than has been true in

other college education, with various techniques.

In this same connection, the graduate training of college teachers has developed concomitantly with general education. Institutions having well developed programs of general education have, in part, met their need for broadly educated teachers by setting up special doctoral curriculums, frequently within a school of education. From the research of some of these candidates and their teachers has come a not insignificant addition to knowledge about teaching practices in colleges and universities.

Lastly, general education has typically been considered as part of the first two years of college. While some institutions have experimented with extending formal general education into the third and fourth years, these have been the exceptions. Usually, a portion of the freshman and sophomore years are devoted to general education with some time provided each year for students to take work in their major field. The amount of time so devoted varies, but the average is between one-fourth to one-third of a four-year curriculum.

In many respects, these remarks about general education have relevance for any form of higher education from the junior college, through the four-year liberal arts college, to the university. However, they seem to be particularly germane to the community college. This institution is specifically designed to provide what a

good fifty per cent of all students get anyway—that is, two years of post-high school work. Being supported by a relatively small geographic area, it is potentially able to keep its program in constant touch with the needs of the community. Without the pressures for research which characterize the university, the junior college is in a position to emphasize teaching. Since its products will typically go back into the community which supports it, the junior college faculty can gain empirical evidence about the effectiveness of its program.

When one considers the objectives of general education and the purposes for which junior colleges have been created, the two lists look almost exactly the same. When one also considers the fact that places like Michigan State, the University of Florida, or the University of Minnesota developed programs of general education in part to meet their junior college responsibilities for geographic areas in which they are located, the relationship becomes even clearer. The primary function of the junior college is to provide students with a balanced educational experience during the first two years of college. Regardless of whether students transfer to another institution or leave school to enter the labor force, they have certain common needs. A junior college can fulfill these needs through the medium of a well developed program of general education.

Analysis of Negro Junior College Growth

GEORGE H. WALKER, JR.

THE 1956 "Analysis of Negro Junior College Growth" includes both the data from the 1956 *Junior College Directory* and the data secured by the investigator from additional Negro institutions recognized as junior colleges.

NUMBER OF COLLEGES AND ENROLLMENTS From the school years 1929-30 to 1954-

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55, Negro junior college enrollments have increased 23.95 per cent. This increase was not without enrollment fluctuations, the worst of which came during World War II when the total enrollment decreased by 21.78 per cent in the 1943-44 academic year.

Table I shows the number of colleges and the total enrollments, with the percentage of increase from 1929-30 to the present. Data used from 1929-30 to 1949-50 represent listings of the *Directory* only.

TABLE I
Junior Colleges and Their Enrollments

School Year	Number of Colleges	Enrollment	Percentage of Increase in Enrollment
1929-30	14	1,405	
1930-31	19	1,497	6.54
1931-32	21	1,618	8.08
1932-33	29	2,181	34.79
1933-34	24	2,586	18.56
1934-35	28	3,133	21.15
1935-36	25	3,126	— .22
1936-37	32	3,595	15.00
1937-38	30	3,857	7.28
1938-39	29	5,100	32.22
1939-40	32	4,439	—12.96
1940-41	28	4,333	—2.38
1941-42	29	4,336	— .06
1942-43	26	4,241	—2.19
1943-44	25	3,317	—21.78
1944-45	25	3,290	— .81
1945-46	23	3,753	14.07
1946-47	23	5,042	34.34
1947-48	22	6,173	22.43
1948-49	23	6,735	9.10
1949-50	26	6,447	—4.27
1950-51	24	7,173	11.26
1951-52	29	6,091	—15.08
1952-53	26	5,911	—2.95
1953-54	28	6,536	10.57
1954-55	23	5,866	—10.25

After 1949-50, brief supplementary data have been added by the investigator which have increased slightly the total number of Negro colleges suitable for analysis. The 1956 *Junior College Directory* listed 22 Negro institutions,¹ with a total enrollment of 5,759 students. To those institutions listed, the investigator added only one,² bringing the total to 23 Negro junior colleges. Two of the junior colleges formerly listed, Lincoln Junior College, Kansas City, Missouri, and Stowe Teachers Colleges, Junior College Branch, St. Louis, Missouri, became integrated institutions in 1954. The former merged with the Kansas City Junior College and the latter, with Harris Teachers College. Also, Dunbar Junior College, Little Rock, Arkansas, formerly listed in the *Directory*, terminated its program in May, 1955. New to the *Junior College Directory* is S. A. Owen Junior College, Memphis, Tennessee, a Baptist institution established in 1954.

Table II shows the number of public

and private junior colleges from 1929-30 to the present. In the current Analysis the public colleges are 30.4 per cent of the total, which is a decrease of 12.4 per cent from those of last year.

A breakdown of junior colleges in terms of states gives the following distribution: Mississippi ranks first with five junior colleges; Alabama, South Carolina, and Tennessee rank second with three junior colleges each; Florida, North Carolina, Texas, and Virginia rank third with two colleges each; and Maryland ranks fourth with one junior college. The enrollment figures for 1956 are those covering the entire 1954-55 academic year, including summer school. Virginia, again this year, is the state with the largest total enrollment of 2,429 students. The Norfolk Division of Virginia State College, Norfolk, Virginia, again has the largest total enrollment for a single institution with 2,224 students. This is an increase of 508 students over the enrollment given last year for the Division.

Table III shows the relative size of the Negro junior college as seen through a breakdown of enrollment figures.

Six, or 26 per cent, of the junior colleges have fewer than 100 students. Of this number, 21.73 per cent are private junior colleges. Further, 65.2 per cent (four public and eleven private) of the institutions have enrollments which range from 101 to 320 students.

Special students, the class which received the largest decrease in the Analysis last year, has increased 25 per cent. All of the remaining classes of students decreased in enrollment as Table IV shows. Freshman enrollment decreased by 5.7 per cent, sophomore enrollment, by 4.5 per

¹ The Negro colleges appearing in the *Directory* are these: Alabama State College, Junior College Branch; Carver College (N.C.); Carver Junior College (Md.); Clinton College; Coahoma Junior College; Daniel Payne College; Edward Waters College; Friendship Junior College; Immanuel Lutheran College; Mary Holmes Junior College; Morristown N. and I. College; Norfolk Division of Virginia State College; Oakwood College; Okolona College; Piney Woods College; Prentiss Institute; St. Phillip's College; S. A. Owen Junior College; Swift Memorial College; Virginia Theological Seminary and College; Voorhees Junior College; and Washington Junior College.

² The junior college added by the investigator is Southwestern Christian College of Terrell, Texas. Information received from Saints Junior College, Lexington, Mississippi, arrived too late for inclusion in present analysis.

TABLE II
Growth in Number of Junior Colleges 1930-1955

<i>Year</i>	<i>Total</i>	<i>Public</i>	<i>Private</i>	<i>Percentage Public</i>
1929-30	14	4	10	28.6
1932-33	21	5	16	23.8
1935-36	25	4	21	16.0
1938-39	29	6	23	20.7
1941-42	29	4	25	13.8
1944-45	25	6	19	24.0
1947-48	22	6	16	27.3
1950-51	24	7	17	29.2
1953-54	28	12	16	42.8
1954-55	23	7	16	30.4

TABLE III
Size of Junior Colleges as Viewed Through Breakdown of Enrollment Figures

<i>Enrollment</i>	<i>Total</i>	<i>Number of Colleges</i>	
		<i>Public</i>	<i>Private</i>
1- 49	3	0	3
50- 99	3	1	2
100- 199	8	2	6
200- 299	5	1	4
300- 399	2	1	1
400- 499	0	0	0
500- 599	1	1	0
600- 699	0	0	0
700- 799	0	0	0
800- 899	0	0	0
900- 999	0	0	0
1000-1999	0	0	0
2000-2999	1	1	0
Total	23	7	16

TABLE IV
Comparison of Junior College Enrollment Figures in Classes for School Years 1954-55 and 1953-54

<i>Class</i>	<i>Number</i>	<i>Percentage</i>	
		<i>1954-55</i>	<i>1953-54</i>
Freshman	2,047	35.0	40.7
Sophomore	1,148	19.6	24.1
Special	1,824	31.0	6.0
Adult	847	14.4	29.2
Total	5,866	100.0	100.0

cent, and adult enrollment, by 4.8 per cent.

Table V shows the enrollment of special students over a period of seven years, and 1954-55 is the first year out of the seven given in the table that shows an increase. In spite of this phenomenal increase, special student enrollment is not as large as it was in 1948-49.

Table VI gives adult enrollment for a period of seven years. In 1950-51, adult enrollment more than doubled, but it decreased the next year by 6.6 per cent.

It was not until 1953-54 that adult enrollment equalled and passed the 1950-51 enrollment figures. The present enrollment figures show a decrease in actual student enrollment of 1,072 adult students.

The 23 Negro institutions have 266 full-time and 166 part-time instructors, or a total of 432 instructors for 1954-55 as compared to 456 instructors the previous year. The 166 part-time instructors are equivalent to 56 full-time instructors, making a total of 322 full-time instructors or 14 full-time instructors per institution.

ACCREDITATION AND ASSOCIATION MEMBERSHIP

Of the 23 institutions, seven, or 30.43 per cent, are accredited by the Southern Association of Colleges and Secondary Schools. Further, five, or 21.73 per cent, are members (three active and two provisional) of the American Association of Junior Colleges.

TABLE V
*Special Student Enrollment in Junior Colleges
Over a Seven-Year Period from 1949-1955*

<i>Enrollment</i>	<i>Percentage of Junior College Enrollment</i>	<i>Year</i>
2,804	44.2	1948-49
1,949	30.2	1949-50
1,265	17.6	1950-51
943	15.4	1951-52
905	15.3	1952-53
388	6.0	1953-54
1,824	31.0	1954-55

TABLE VI
*Adult Enrollment in Junior Colleges over a Seven-Year
Period from 1948-49 to 1954-55*

<i>Year</i>	<i>Total</i>	<i>Adults</i>	<i>Percentage of Adults</i>
1954-55	5,866	847	14.4
1953-54	6,536	1,919	29.2
1952-53	5,911	1,388	23.4
1951-52	6,091	1,247	20.4
1950-51	7,173	1,932	27.0
1949-50	6,447	863	13.4
1948-49	6,347	513	8.1

A Study of Graduates of Pasadena City College

MILTON C. MOHS

THIS STUDY is the third of a series of yearly surveys of the graduates of Pasadena City College. Since, by the nature of its operation, the Placement Bureau has direct contact with most terminal students in job placement and offers considerable assistance to transfer students as well in their quest for part-time work, it seems that this office is the logical choice as an agency for conducting such studies.

There seems to be general agreement among contributors to educational literature that follow-up studies of students and dropouts are desirable. Graduates are the products of schools. To an extent they are measurable—one can count their numbers and discover where they attend college or work on jobs. Questions relating to such data require no interpretation, but when the researcher begins to study the returns to questions beginning with "What do you think" or "How do you regard," etc., he may be forgiven for adopting a sceptical attitude regarding the validity of the responses. Students shy away from questions which probe too deeply into their private lives, or questions which require a degree of critical analysis foreign to their day by day thinking processes. Again, answers to questions such as, "Did you receive adequate training in," etc., are of value only

to the degree that the subject can think straight, is honest, and is willing to cooperate.

Such considerations prompted the development of a questionnaire basically devoted to questions of a factual nature. These questionnaires were mailed to 781 mid-term and June graduates of 1955, and 532 usable answers were returned. An additional 185 persons were contacted by telephone. Since, in most cases, telephone conversations were conducted with a parent rather than with the graduate, it was necessary to restrict questions to those referring to present activities. Consequently, answers regarding jobs now held or schools presently attended were derived from a larger group than those answering other types of questions.

In this study reference is made to "terminal" and "transfer" students. By definition, the junior college terminal graduate is one who has had general and vocational education sufficient to provide entry into his chosen career and to meet other needs necessary for well-rounded citizenship. Transfer students, on the other hand, are expected to pursue further education on a higher level.

The attempt to classify graduates into one of these two groups would appear, on the surface, to be an easy task. Supposedly students selected courses of a transfer nature if they expected to complete four or more years of college. If they planned to

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go to work following graduation from Pasadena they followed a different pattern educationally and selected subjects designed to provide certain skills and information sufficient to provide them an entry into business or industry.

This study shows that such a neat compartmentalization does not exist in fact, nor can it exist as long as society permits a free exercise of choice and colleges and universities grant transfer credit for courses formerly regarded as terminal in nature. So students from terminal, technical programs and secretarial majors from terminal, business courses enrolled in institutions of higher learning, and some potential transfer students accepted career positions after graduation from junior college on the grounds that they found their education sufficient to meet the standards of certain positions. These changes of mind and intent were not limited to a few isolated cases. Out of a potential 490 transfer students, 125 accepted permanent jobs on graduation. Then, too, there was a third hybrid group who enrolled in certain skill courses possessing vocational training value while in the main adhering to transfer work. The temptation to accept jobs in this day of manpower shortage has, in many cases, proven irresistible.

For present purposes, classifications of students in this study will be limited to "terminal," i.e., students who went to work following graduation, and "transfer," students who are now enrolled in institutions of higher learning.

The effort to obtain as wide and complete a response as possible by using questionnaires mailed to all graduates rather than by a sampling technique was prompt-

ed by the following reasons over and above the need for statistical data:

1. The school values constructive comments by students when they give an evaluation of courses and services.
2. Information provided by the graduate helps keep placement records up-to-date.
3. Graduates who may be in need of a job or wish upgrading in employment are informed of our interest in their welfare.
4. Graduates who feel a need for continuing their schooling can be informed of Pasadena's extended day offerings.
5. The school maintains an interest in its alumni. That a large public school should do this arouses a state of mild shock in some students. They are not loath to express their pleasure when they receive the questionnaire.

MAJOR FINDINGS

From a total of 781 questionnaires mailed to the graduating class, 532 usable responses were received. An additional 185 non-respondents were contacted by telephone, resulting in a total of 717 responses or a percentage of 91.8. The questionnaires revealed that 352 (49%) of the respondents (terminal) are working on jobs, and 365 (51%) (transfer) are enrolled in institutions of higher learning. Table I shows the types of employment of terminal graduates. In recent years Pasadena has become a city catering to small plants devoted to research, development and production of electronic and other instrumentation. To meet the need for workers in these industries Pasadena City College offers a rich program in the business, technical, and trade areas. Therefore, it is not surprising that the largest percentage of terminal men students finds work in the technical field and that terminal women go into office occupations.

TABLE I

<i>Types of Employment (Terminal graduates)</i>				
	Men	Office	24	11%
		Merchandising	41	19%
		Technical	59	27%
	*Service	26	12%	
	Trades	33	14%	
	Manufacturing	15	7%	
	Armed Forces	22	10%	
Women	Office	117	71%	
	Merchandising	14	9%	
	Technical	15	9%	
	*Service	18	11%	
	Trades	0	0%	
	Manufacturing	0	0%	
	—			
	†Total	384		

* This category includes such occupations as those held by recreation directors, newspaper reporters, telephone operators, librarians, etc.

† These figures refer to jobs held rather than numbers of people.

In response to the question, "Do you still prefer the field of work for which you prepared at City College?", the answers in general revealed definite convictions.

	Yes	No
Terminal	208 44%	180 86% 28 14%
Transfer	265 56%	240 90% 25 10%

Responses to another question, "Did your education at Pasadena City College satisfactorily prepare you for employment?" (asked of terminal students only), indicated the following:

	Yes	No	Partially
Men	99 74 75%	21 21%	4 4%
Women	104 85 82%	13 13%	6 5%

The lack of response to the next question, "Where was the knowledge or train-

ing for your present occupation gained?" (asked of terminal students only), was baffling. Perhaps the students felt that the question was redundant since they had already answered a similar question previously. Table II shows that 34 per cent of the men and 40 per cent of the women had obtained training for their present job in school or a combination of school and work. Since over 50 per cent failed to answer the question, no valid conclusions can be drawn.

TABLE II

	Men	In school	39	19%
		On the job	27	13%
		Combination		
		school and job	26	13%
		Service and		
		college	4	2%
		Service	2	1%
		Other	1	1%
		No Answer	104	51%
Women	Women	In school	56	27%
		On the job	13	6%
		Combination		
		school and job	27	13%
		Home	2	1%
		Other	1	1%
		No Answer	109	52%

Many students had fully expected to go to institutions of higher learning and had enrolled in transfer-type programs while at City College, but 125 changed their minds after graduation. As may be expected, the chief reasons given for not continuing their education were attributed to financial difficulties and marriage. Twenty-nine students failed to give a reason. Many of these respondents indicated that they expected to enroll in evening classes in the Extended Day Division at City College.

TABLE III

	Men Reasons	Women Reasons	Total
Financial	21	17	38
Insufficient Preparation	4		4
Education			
Sufficient for Job	6		6
Marriage	4	16	20
In Service	4		4
Tired of School	1		1
Pregnancy		2	2
Illness	2	4	6
Work Experience	1		1
Job Opportunity	3	1	4
Undecided Future	1	1	2
Will Attend			
Extended Day	1		1
Poor Grades	1		1
Closed Enrollment		3	3
Tried College (dropped)		1	1
Likes Work Too			
Well to Quit	1	1	2
No Reasons Given	20	9	29
Total	70	55	125

An interesting piece of information was brought out through the questionnaires in the statements of terminal graduates who said they realized the need for further courses in mathematics, physics, electronics, etc. Sixty-three per cent of the terminal graduates expected to enroll in the Extended Day Division for further work.

Pasadena City College is interested in learning where its transfer students continue their studies. The tendency of many students to shop around by having transcripts sent to a number of colleges de-

valuates any figures derived from this source. However, with over 90 per cent of the students reporting their activities, it is felt that a true picture has been obtained as far as college attendance is concerned. Table IV shows transfer attendance. Fifty-one per cent of the class is in attendance at colleges or universities.

TABLE IV

PER CENT OF ALL TRANSFER STUDENTS WHO TRANSFERRED TO:

Type of School

State Universities (California)	119	33%
State Universities (Other States)	8	2%
State Colleges (California)	69	19%
State Colleges (Other States)	4	1%
Private Universities (California)	69	19%
Private Universities (Other States)	5	1%
Private Colleges (California)	24	7%
Private Colleges (Other States)	2	%
Specialized Colleges (California)	11	3%
Specialized Colleges (Other States)	1	%
*Junior Colleges (California)	52	15%

* 53 graduates enrolled for post graduate work at Pasadena City College.

It can be seen that 70 per cent of the transfer graduates attend state colleges or universities, with some 15 per cent of these returning to Pasadena City College for post graduate work. The remainder are in private colleges. Reports indicate that Pasadena's transfer students, in common with those of most other junior colleges, do at least as well in baccalaureate institutions as students who have spent their entire four years in those colleges or universities.

Evaluating Your College

FOSTER DAVIDOFF

LIKE MOST institutions of higher learning, Compton College is continuously attempting to improve its standards while adjusting to the changing social and economic conditions of the communities it serves. Standing committees fulfill this function to a degree, but ultimately it is the student who decides whether the college is successful or inadequate in its operation. Firmly convinced that student opinion is a necessary instrument for the evaluation of any college, Compton College devised a questionnaire which would bring specific information concerning facilities, instruction, services, individual courses, student background, anticipated goals of students, student reaction to instruction, and student reaction to the college itself as an institution dedicated to serving a segment of the rapidly growing California junior college population.

The way in which the Compton College Student Questionnaire* was devised, administered, and tabulated may be of interest to administrators seeking a valid instrument for the evaluation of their own colleges.

PREPARATION

Of primary concern was the development of an instrument that could be answered by the widest possible cross-section

of students in the shortest space of time while offering the highest degree of validity. Initial study indicated that the combination was a difficult one to achieve, but eventually a questionnaire consisting of fifty questions and a comment sheet was compiled. An introductory phrase, designed to overcome student fear, read as follows:

"The answers to this questionnaire will be of real value in helping to improve the college program. Please answer the questions frankly, giving us the benefit of your best judgment. The answers will be considered confidential and will be statistical and impersonal in use. Please note that we do not want you to sign this questionnaire."

Lead-in questions called for answers entirely factual in nature. What is your sex? What is the occupation of your parents? From what high school did you graduate? They were devised to relax the student before he was asked to answer questions involving evaluation.

Multiple choice questions of evaluation were used and represented the best available techniques of both industrial and educational questionnaires. Each choice spelled out very carefully one possible interpretation to avoid individual misunderstanding.

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Sample:

What is your opinion regarding the way in which your instructors seem to grade?

- a. My instructors are able to justify every grade they give.
- b. Most of my instructors seem to be able to justify the grades they give, although sometimes I am in doubt about certain grades.
- c. Sometimes I feel that many instructors just put a grade down for the sake of getting a mark in the book.
- d. I am unhappy about the grading system because so many instructors seem to be in doubt about what they are doing when it comes to grades.
- e. Most of my instructors can never make clear to me why I was given a certain grade.

Where choices of such answers as "Good," "Fair," "Excellent," etc., were possible, they were followed by a second question that pinpointed meaning. Those students who ranked presentation of a particular subject, for example, as having been "Poor" were asked to indicate what they meant by "Poor." Did they mean "Poor instruction," "Inadequate preparation," "A dull subject generally," "All of the previous three," or "All of the previous three plus the attitude of the instructor?" When screened in the light of other information, pairs of questions brought meaningful answers.

Students were given the opportunity to mention anything on the comment sheet that might not have been covered by the questionnaire itself, although they were asked to refrain from discussing individuals or departments by name. Many comments were, of course, worthless. Others were of great value, particularly

when compared as a percentage group covering a specific area to the statistical break-downs of questions within the instrument.

ADMINISTRATION

Students were prepared for the questionnaire by articles in the campus newspaper and by references during the president's reading of the daily bulletin. Pilot questionnaires were given to a group dynamics class after careful orientation. On the basis of class reaction, some questions were clarified, some were added, and others were omitted.

Revised questionnaires were discussed with the entire faculty in a series of meetings. The president and dean of the college explained the purposes of the instrument and answered questions pertaining to it.

Prior to the day of administration, questionnaires were assembled in groups according to class size, wrapped, secured, and suitably marked. A mimeographed sheet of instructions carried the name of the instructor concerned, his classroom number, and the number of students in his class. It was fastened to the outside of each package. A master sheet was maintained for checking purposes.

All students attending 10 o'clock classes on Wednesday morning, those in the library at that hour, and a group of vocational nursing students filled out the questionnaire. A total of 48 individual groups participated, for a total of 1,443 individual samples.

In no class did students require more than 50 minutes to complete the instrument. All completed copies were returned to the station of origin by noon of the same day.

TABULATION

A team of ten students, working under the direction of the faculty member who devised the questionnaire, were responsible for the tabulation. The tabulation sheets were prepared in advance for each question. After questionnaires were divided into stacks of 100 to avoid errors in counting, each question was tabulated individually. At the conclusion of each tabulation, numbers for the question concerned were totaled, turned over to the supervisor for checking, and recorded on a master. To insure accuracy, totals of individual components of questions were added to make a grand total of answers for each question. If the total varied significantly from the total number of samples taken, a spot check was made to determine the cause of variance. Fifty was considered a significant variance.

Tabulations of those questions to which a wide variety of answers might be given were made by first transferring answers to separate, uniformly-sized note cards. When all tabulation was completed, figures were transposed into percentages.

Comment sheets were sorted into major groupings by topic, with one miscellaneous group. Each group was then studied individually and percentages were arrived at to determine areas about which students felt most strongly, either positively or negatively. At the conclusion of sorting, comparisons were made between the statistical information gleaned from the questionnaire itself and the specific comments. Comment sheets thus served both as an additional source of information and as a substantiation of the questionnaire.

FOLLOW-UP

After the questionnaire was tabulated, a report rendered, and the staff and stu-

dent body apprised of results, a study was made to determine the areas in which changes should be made as a result of the information received. The immediate impression was that the instrument had been of sufficient value to warrant compilation of a similar questionnaire, which was extracted from the original. The short form was administered to extended day students.

The greatest value from the questionnaire was in the amount of general information obtained about students attending Compton College. In some cases, this information required no follow-up; in others, a follow-up was indicated and was accomplished. Many points brought out by the instrument were already well known to the administration and staff but merely served to reinforce that knowledge.

The results indicated that students were unhappy about physical facilities. They felt that inadequate facilities prevented them from enjoying the wide diversification of real college living. Of course, they had no way of knowing that plans were already underway for a major bond election. When the campaign for the election got underway, many student comments were used in newspaper stories to bring home to the people of the community that additional facilities were a requirement rather than an arbitrary desire.

Student comments gave impetus to opening as many extended day courses as plant facilities would allow and to increasing summer school offerings. Occupational choices were studied carefully, and the information passed on to the curriculum committee. Data pertaining to specific departments and administrative functions of the college were discussed with the individuals concerned, and student attitudes toward particular areas of

instruction were compared to information gathered in objective grade distribution studies to determine if there were a correlation between grading practices and student reaction to individual offerings. Because students indicated lack of familiarity with the philosophy and objectives of the college, a publicity program was initiated for the purpose of orienting them further.

In addition to its specific value in the

area of evaluation, the questionnaire appeared to serve a very worthwhile psychological purpose. Students evidenced pleasure that the school was sufficiently concerned about them to take the time required for administration and tabulation of the instrument, and they were flattered that their opinions would be considered important enough to warrant staff recognition.



JESSE P. BOGUE

THE ANNUAL CONVENTION, Hotel Utah, Salt Lake City, March 5 to 9, is the next big event for junior college people. The Board of Directors adopted a slogan for the 1957 meeting, "Hats off to the Past—Coats off to the Future." The aim of the slogan in building the program is two-fold. One is an evaluation of the services junior colleges have performed in American education. It will be seen in the general outline of the program that reports on follow-up studies in three types of junior colleges will tend to highlight what these institutions have done. A further objective will be to encourage follow-up studies in all junior colleges so that their story may be told more effectively.

Invitations have been issued for outstanding speakers to supplement the specific follow-up reports. This part of the *Journal* is being written on November 8, and, therefore, it is too early to announce the speakers. It can be depended on, however, that worthwhile addresses will be given by persons of great ability who will inspire all with the records of the past and the solutions of problems and issues in the future.

The second part of the program will

deal with what must be done in the years ahead and the agencies through which the work must be accomplished: the American Association of Junior Colleges with its new program of public information, state departments of education, the great universities, the United States Office of Education, and voluntary groups of several kinds—foundations, church bodies, alumni, and citizens.

The general plan for the convention looks in the direction of emphasizing the cooperative activities of all junior colleges whereby they may be encouraged by the past and inspired to attack the problems of the future with greater understanding and enthusiasm. Never before, in the knowledge of this writer, has there been greater interest in the junior college movement by persons who may not be directly involved in junior college work. Evidence for this statement is revealed in every state survey that has been made on the problems of higher education. From the point of view of the *Desk*, "the iron is red hot," and that means that the time to strike is now. It is "the tide in the affairs of men which, when taken at the flood, leads on to victory." It is the hope of those who

have planned the convention program that specific ways and means may be found and announced whereby our coats may come off and the jobs done at this flood-tide of interest and need. The best knowledge, wisdom, and judgment of every junior college leader will be required. Only as our ideas, plans, and ideals are shared with each other can we discover the common elements of value out of which will come better administrations and organization, more effective curriculums, equitable legislations, well-prepared teachers and improved teaching, and student personnel practices in line with the great demands for students in junior colleges.

The general outline for the convention will be the following:

1. Tuesday, March 5, meetings of the Board of Directors and all Research and Service Committees. Joint luncheon meeting at noon. Complimentary dinner for all past-presidents at 6:30. This is for the purpose of bringing to bear on junior college problems the experience and wisdom of those who have served so well in positions of local, regional, and national leadership.
2. Wednesday, March 6, until noon the Board and Committees will continue their work.
Wednesday afternoon from 1:00 until 4:00 sightseeing trips will be arranged. One of these will be to Ogden to inspect the new plant of Weber College. The Northwest Association of Junior Colleges will hold a reception at the Hotel Utah for all delegates and visitors from 4:00 to 6:00 p.m. Independent and church-related junior colleges will have a dinner meeting at 7:00 p.m. These colleges have some special problems. The program at this session will give those present an opportunity to consider the problems and to present
3. Thursday, March 7, will bring the convention to its first general session with the President's address, the Executive Secretary's report for the year, report on finances, and the program featuring "Hats off to the Past." Follow-up studies will be presented—Women's Junior Colleges by Miss Dorothy Bell, President, Bradford Junior College, Bradford, Massachusetts; Men's Junior Colleges by Major Dallas Buck, Dean, Wentworth Military Academy, Lexington, Missouri; Co-educational Junior Colleges by Dr. Peter J. Masiko, Jr., Dean, Wright Junior College, Chicago, Illinois.
Regional luncheons will be held from 12:30 until 2:30 p.m. From three to five discussions groups will be conducted by the Research and Service Committees. Consultants for junior colleges in state departments of education, professors in universities in junior college education, and those interested in basic research in junior college problems will hold a dinner meeting at 7:00 p.m. This group met informally at the convention in New York and requested that further meetings be held for mutual considerations.
4. Friday, March 8, will begin with the annual breakfast of Phi Delta Kappa at 7:30 a.m.
The second general session will follow at 9:00 a.m. "Coats off to the Future" will be the slogan with presentations on how and by what means our coats can and must come off in:
Public Information, by Edmund J. Gleazier, Jr., who will be directing this program for the Association, Washington, D.C.
State Departments of Education, by Dr. D. Grant Morrison of the Washington State Department of Public Instruction, Olympia, Washington.
The Universities, by Dr. James W. Reynolds, University of Texas, Austin, Texas.

The United States Office of Education, by Dr. S. V. Martorana, Specialist in Junior and Community College Education, Washington, D.C.

A major address will be given—speaker to be announced.

Discussion groups will meet from 2:00 to 4:00 p.m.

Annual banquet will be held at 7:00 p.m.
Speaker to be announced.

5. Saturday, March 9, the Board of Directors and Committees will meet from 9:00 until 12 noon to organize their work for the year ahead.

The above is a bare outline of the convention with a number of spots filled in as of November 8. It should be said that some musical programs will be presented this year in connection with the main sessions.

* * *

On an extensive field trip, reported in outline in the November issue of the *Newsletter*, we observed a number of things which we wish to report. One was the increasing awareness of colleges to public information and relations. At Belleville, Illinois, for instance, the executive secretary's address before a dinner meeting was duplicated and widely distributed in the state. It was titled, "The State and Community College," and was recorded and broadcast by radio. At Mt. Vernon, Illinois, pictures were taken of members of the junior college staff and the secretary and an interview was arranged with the editor of the daily paper. At Monticello College, Alton, Illinois, pictures were taken again and interviews arranged with reporters of local papers. We found also a full-scale development program under way with an outstanding director in charge. In Fort Smith, Arkansas; Norman, Oklahoma; Casper, Wyoming;

Scottsbluff, Nebraska; and Torrington, Wyoming, pictures and news flowed out to the general public. In a number of places, the radio was utilized to good advantage. At Stockton, California, the editor of the student paper was on the job to get all possible news and information about junior colleges. The volume of duplicated materials at the California state convention was enormous and permitted all who attended to take home all of the most important things that were said. By the time this issue of the *Journal* reaches the readers, three of the main addresses will have been printed and distributed.

It all adds up to the importance, indeed, the necessity, for more and better public information. There is too little understanding about the place of the junior colleges in American education and too much misinformation. Junior college people are determined to do a great deal about it through such means as the public information project under Dr. Edmund J. Gleazer, the President's Committee on Education beyond High School with Dr. Lawrence L. Bethel representing the junior colleges, the program of advertising by The Council for Financial Aid to Education and the Advertising Council of America with Dr. Marvin Buechel as a consultant, the moving picture of higher education in process of Sears, Roebuck Educational Foundation with the executive secretary as a consultant, and junior college representatives on more than a dozen national study groups and committees.

We found every junior college contacted with a great increase in its enrollment—some as high as 40 per cent; a few schools had to turn students away, and some of these were public colleges. At

nearly every college there were either new buildings just occupied, or buildings under construction, or blueprints laid out for future expansions. Junior college people are determined, with the help of their communities and constituencies, to do their full share for the best interests of the on-coming tide of young people.

We were pleased to observe at almost every college that there is a larger number and a greater percentage of students who are taking mathematics and the natural sciences. These young people seem to have sensed a need in this field and are responding to it. But along with the sciences, there appeared to be great interest in the fine arts—music, painting, drama, speaking, and literature.

Another encouraging movement is on foot, namely, the enrollment of many adult persons—those beyond the average college age—in well-organized curriculums in education. They seem to sense the need for further education of real substance, the kind of program they would have taken if they could have attended

college when they were of college age. They are working for the associates' degrees even though it may require from four to six years to obtain enough credits for graduation. This is an emerging movement in adult education.

We saw men and women dedicated to their work, many of whom were giving more time, thought, and energy to their administrations and teaching than one could reasonably expect. We have always seen evidence of this dedication, but this time there appeared to be some kind of urgency and deeper concern, almost as though destiny were in the balances.

We felt that there was a keener interest in what might be termed the community of association, the desire to share with others knowledge and wisdom, plans and techniques, and to march ahead with like-minded persons to advance and improve education on the whole broad front in America. Contacts firsthand with the folks on the front lines were encouraging, refreshing, and inspiring!

The Junior College

JESSE P. BOGUE AND JOANNE WATERMAN

Dr. Edmund J. Gleazer, Jr. began his directorship of the public information project December 1, moving to Washington, D.C., from Lamoni, Iowa, where he was president of Graceland College. Amid development plans and an abundance of financial pledges, Dr. Gleazer will spend a year's leave of absence from Graceland to meet with heads of foundations, business leaders, governors, and college presidents to explain the junior college movement, its accomplishments, its needs. With funds over the \$20,000 mark, the aim is now \$25,000.

* * *

The Sears, Roebuck Foundation, Chicago, Illinois, held a symposium in Washington in October to discuss the content of, and approach to, the film the Foundation is making to awake the public to the financial crisis in higher education. Decisions from the meeting: the financial crisis is a challenge that must be met in a different way today. Obligations to students are bigger, costs higher, required study longer. Both captive and voluntary audiences will be apprised of the needs of America's "social capital," the students. Although the aim will be to motivate the viewer to action, tin-cup passing will be

avoided, as will a "Mr. Chips" characterization of the deserving college professor. The financial crisis will be given "status" by showing what the colleges themselves are doing. The viewer will be led to draw his own conclusions that, in the interest of his children and their future, his participation is necessary. Junior colleges will have a place in the film, of course!

* * *

Salary studies conducted by the Association for Higher Education (October 1, *Bulletin*) revealed that "The median salary of \$5,470 paid full-time teaching personnel in public junior colleges compares favorably with that of \$5,243 paid full-time teachers of all ranks in all types of degree-granting institutions. On the other hand, the median salary of full-time teachers in the private junior colleges is only \$3,613. Although the Far West had the high median salary of \$6,078 for public junior colleges, the high median for private junior colleges, \$4,400, was paid in the Middle Atlantic. The median salary for various administrative positions in the public junior colleges is also in excess of the median salary for the same positions in private junior colleges."

A copy of "Salaries Paid and Salary Practices in Universities, Colleges and Junior Colleges, 1955-56" may be secured without charge by all Association of Higher Education members from the Washington headquarters, 1201 16th Street, N. W., Washington 6, D.C.

* * *

The Prospector, official publication of the Pacific Coast Territory of the Metropolitan Life Insurance Company, contained an article in August on junior colleges in California. The author, Hazel C. Johnson, visited City College of San Francisco, became interested in this type of education, and decided to inform the public about the opportunities stemming from community colleges. The feature is a six-page lead article.

* * *

Teachers Insurance and Annuity Association has published a book, "Group Insurance for Major Medical Expenses," for the guidance of college trustees, administrative officers, and insurance committees. The booklet is available from TIAA, 522 Fifth Avenue, New York 35, N. Y.

* * *

Korea's Junior Colleges number eight, according to a recent letter from Mrs. Charlotte D. Meinecke (former dean of Colby Junior College, New London, N. H.), who is in that country to aid the Education Ministry to improve the Korean-American Scholarship Committee. The Committee, composed of 12 Americans and 12 Koreans, screens qualified students desiring American educations and distributes books to Korean schools. Mrs. Meinecke has helped some 50 Korean students obtain scholarships and has

provided nearly 30,000 textbooks donated by Americans.

Besides the eight junior colleges, there are 30 four-year colleges, 15 universities, and 18 normal schools. There are 181,000 students in the institutions of higher learning. Among other duties, Mrs. Meinecke serves as an advisor, teaches classes in American customs, and spends many hours with her Korean friends. As for the scenery: "There's a breathtaking view of Seoul from my window, with the capitol building against bleak, harsh mountains in the background."

* * *

The Council of North Central Junior Colleges held its annual meeting in October at the Norman, Oklahoma, Extension Center. The executive secretary of AAJC addressed the group on "Functions of Good Public Relations in Junior Colleges." Senators Kerr and Monroney exhibited spirited support for junior colleges in their addresses. In his speech, M. A. Nash, Chancellor, quoted the following from a statement made by a college president:

The student is the most important person in our college. He is not dependent on us . . . we are dependent on him. The student is not an interruption in our daily routine . . . he is the purpose of it.

. . . The student does us a favor . . . he is part of our college, not an outsider. The student is not a cold statistic . . . he's an individual. He is not someone to argue or to match wits with . . . he brings us his wants . . . it is our job to fill them. The student is the person who buys our services, pays our salaries, and goes to the polls and votes. The student, therefore, deserves the most courteous and attentive treatment we can give him.

Penn State Center, York, Pennsylvania, dedicated new facilities for those working toward the two-year associate degree program. At ceremonies in October, Pennsylvania State University President, Dr. Eric A. Walker, condemned the people of York for providing the new Center structure, saying in part: "We in Pennsylvania should put more dependence on the support of our communities in the development of their own local facilities—junior and community colleges—for higher education, since it may not be possible for the colleges and universities of the Commonwealth to meet all the needs of higher education."

The \$150,000 structure includes eight classrooms, laboratories, library, lounge, offices, and kitchen-cafeteria. The University occupies the Center under a lease-purchase agreement through which it will become the eventual owner. However, the interest and energy of the citizens of York secured the site, arranged for the financing, and had plans drawn for a building to suit the exact specifications of the Center's operation, according to Penn State University's *Extension News*. Director John B. Menoher and administrative head Edward Elias look forward to using the modern building after 10 years of temporary locations that hampered operation and growth. With this milestone completed, McKeesport is the new focal spot, with a new \$140,000 Center building there already under way.

* * *

Ohio Mechanics Institute, Cincinnati, Ohio, has expanded curriculum and in-service training to meet requirements of the local industries that absorb their graduates. New courses are Technical Equipment Policy and Industrial Economics.

OMI plans building improvement with the library face-lifted with new paint and student-wielded brushes. Other additions: audio-visual equipment, lunchroom, public address system, and a stepped-up counseling and testing service at the Guidance Center. In-service training consists of periodic visits to industrial plants in the tri-state area to keep personnel up-to-date on current developments in the business world.

* * *

Monticello College, Alton, Illinois, is publishing the first anthology of Puerto Rican short stories, as well as two books of Spanish short stories. Dr. Paul J. Cooke, Professor of Modern Languages, has assembled the works of contemporary Puerto Rican and South American authors to be published in Spanish by the Monticello College Press in three separate volumes. Cost of the volumes will be \$1.00 and \$2.00 each and may be ordered from the Press at Alton, Illinois.

* * *

National Commission on Accrediting, Washington, D.C., appointed Ward H. Austin, president of College of Marin, Kentfield, California, to succeed Leland Medsker on the Commission. Dr. Medsker was formerly director of East Contra Costa Junior College. Harry E. Jenkins, president of Tyler Junior College, Tyler, Texas, has accepted an appointment on the Executive Committee of the Commission.

* * *

American Council on Education, Washington, D.C., has announced that Hugh G. Price, Consultant for Junior Colleges, California State Department of Education, Sacramento, and an official rep-

representative of the AAJC, is a new member of the Council's Executive Committee.

* * *

The Four Public Junior Colleges in Nebraska (Fairbury, McCook, Norfolk, and Scottsbluff) are seeking \$200,000 biennially in state aid. The aid, to be distributed on a per pupil basis, would help with the much-needed expansion programs that current tuition and school district funds cannot provide. The junior college presidents made their appeal to the State Board of Education in a statement pointing out the history, organization, procedures, curriculum, enrollment, sources of financial support, and service locality of the four junior colleges.

* * *

The Pennsylvania School of Horticulture for Women, Ambler, Pennsylvania, offers unique career training in the fields of landscape design, general agriculture, and horticulture, with emphasis on the sciences as well as practical application and research studies. Liberal arts courses that aid a well-rounded education include English, public speaking, and social studies. Graduates become expert horticulturalists and obtain positions as managers of greenhouses, owners of nurseries and floral shops, research assistants, landscape artists, directors of garden spots that attract tourists, and field representatives for horticultural societies doing garden consultations.

* * *

Newton Junior College, Newtonville, Massachusetts, lost the leadership of Principal Leo J. Barry due to his death early in October.

* * *

The University of Colorado College of Education, Boulder, is publishing a news-

letter twice a year about the junior colleges, recounting significant development programs, research studies, enrollment increases, public relations activities and presenting book reviews in an endeavor to garner mutual benefit through inter-collegiate exchange of ideas. The editor of the newsletter is Harl R. Douglass.

* * *

The California Junior College Association held its annual fall conference at Yosemite National Park in late October. The theme, "The Future of Junior College Education," received extensive coverage by attending speakers. Two outstanding addresses by Dr. Arthur Adams, president of the American Council on Education ("The Place of Junior College Education in the Future of Our Country"), and Dr. Roy E. Simpson ("The Future of Junior Colleges in California") will be reprinted by the American Association of Junior Colleges and distributed to business and foundation leaders, college presidents, governors, and all junior colleges. The California delegation requested that the executive secretary's address be published and distributed to the California junior colleges at the same time.

* * *

Bradford Junior College, Bradford, Massachusetts, has adopted a comprehensive insurance plan for all employees, according to Rev. Robert Wood Coe, president of the Board of Trustees. The new program, already in effect, includes the usual hospital and surgical, as well as life insurance, benefits. The college contributes 80 per cent plus 20 per cent for dependents, instituting this program to take the place of group medical insurance supported by the employees alone.



Recent Writings... **JUDGING THE NEW BOOKS**

SWEEDLUN, VERNE S., GOLDA CRAWFORD, AND OTHERS. *Man in Society*. (New York: American Book Co., 1956). Vol. I, pp. 609, Vol. II, pp. 651.

Man in Society is the latest attempt to put into two volumes the essential reading material for a whole year's general social science course.

The twenty-five chapters of Volume I are arranged into three parts: (1) Man in Society, (2) Some Aspects of Society, and (3) The Organization of Society. A like number of chapters in Volume II fall into three more parts: (1) Controls in Society, (2) Social Policy, and (3) A World Society.

Each part is introduced by one or two paragraphs that sketch the material to come. At the end of each chapter is a summary, questions for the student to think about, questions for discussion, a glossary, and a list of unannotated reading references. The chapters average about twenty-five pages in length.

Volume I starts with four chapters that set the scene for the study of society. Culture, human nature, personality, and social values are among the main topics covered, although not necessarily under those explicit rubrics. Next follow nine chapters that range from specific social

problem areas, such as the family, religion, and education, to broader theoretical matters like the price mechanism and social control. The volume concludes with twelve chapters that deal principally with economic and political institutions. Especial attention is paid the "Big Three" interest groups—businessmen, laborers, and farmers.

Volume II begins with a group of nine chapters that stresses the liberal democratic ideology, indicates the growing role of government and discusses the rights that are inherent in democratic life. Especially notable in the latter regard is Chapter 8, "The Securing of Rights." A group of five chapters, somewhat unrelated to one another, follows. Almost all of the last half of Volume II is devoted to a study of world society (Chapters 15 to 25). Emphasis is upon American foreign policy and this country's role in world affairs.

The book's most distinctive and valuable feature is its historical emphasis—a dimension too often missing from social science textbooks. How helpful this emphasis can be is clear from Chapter 11 of Volume II: "Recent Social Reform." Sometimes, however, the historical approach tends to become little more than

chronological narration, as in Chapter 24 of the same volume.

The book's weakest feature—and this may be merely a matter of taste—is its omnibus character. Part II of Volume I, entitled, "Some Aspects of Society," deals with a scatter of topics that could as well appear in several other parts. And the effort to be comprehensive in scope leads to a certain diffuseness that is separable from the material.

The authors take pains—and successfully so in the main—to avoid a partisan treatment of the many necessarily controversial social problems with which they

deal. They very likely would agree with Max Weber's warning to his readers: "If you want a sermon, go to a conventicle."

Teachers who are partial to a two-volume textbook will find *Man in Society* superior both to Saunders' *Societies Around the World* and to the Attebury, et al., *Introduction to Social Science*. It is more comprehensive than the first and more stimulating than the second. Its faults are by no means unusual in the field, while its main virtue—the historical emphasis—is.

MAYER WEINBERG

Junior College Directory, 1957

Compiled and Edited by

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

JESSE P. BOGUE, Executive Secretary

and

JOANNE WATERMAN, Assistant

The *Directory* contains information about junior colleges in the United States, its territories, Canada and a few other nations. The list comprises both accredited and non-accredited institutions. In general, institutions have not been included when they have not been designated as junior colleges by state departments of education. Every reasonable effort has been made to secure accurate information about each college. In this undertaking heavy reliance has been placed on the accuracy of the reporting junior college.

Separately organized junior colleges, general colleges, or lower-divisions of four-year colleges and universities have been included only if they are active members of the American Association of Junior Colleges. Undergraduate centers and extension centers, as in Pennsylvania and Wisconsin, are included in the listings in view of the fact that they are essentially two-year colleges.

More extensive and detailed information about junior colleges may be secured in *American Junior Colleges*, fourth edition, edited by Jesse P. Bogue, and published by the American Council on Education, 1785 Massachusetts Avenue, N.W., Washington 6, D.C., 1956.

Definition of Terms

Administrative Head. Each institution's designation of its administrative head has been accepted. The official title has been indicated following the name. It is assumed that this person is the one to whom correspondence should be addressed. It is not implied that in all cases the designated administrative head holds final administrative responsibility for the college.

Accreditation. The American Association of Junior Colleges does not act as an accrediting agency. Member institutions are prohibited by constitutional provisions from indicating, implying, or publicizing accreditation by this Association. Types of accreditation or equivalent recognition or approval are indicated by symbols as follows:

State Department of Education; the Board of Education in the District of Columbia; the Junior College Accrediting Commission in Mississippi; the Provincial Department of Education in Canada.

D—Indicates accreditation by the above

D¹—Indicates approval to operate as a junior college

D²—Indicates recognition as a junior college

Association of State Colleges or equivalent, State University, State College, or equivalent institutions in states which do not have a state university.

A—Indicates full accreditation

A¹—Indicates provisional accreditation

A²—Indicates formal approval

REGIONAL ACCREDITING ASSOCIATION

E—New England Association

M—Middle States Association

N—North Central Association

S—Southern Association

T—Western College Association

W—Northwest Association

X—Affiliation with the Catholic University of America if not affiliated with one of the regional accrediting associations.

Y—Affiliation with the University Senate of the Methodist Church if not affiliated with one of the regional accrediting associations.

Type. Three main types are distinguished: *Co-educational, for men only, and for women only* indicated by C., M., and W., respectively. Negro junior colleges are indicated by "N" following the name of the institution.

Control. The primary basis for classification is twofold: institutions publicly controlled and institutions privately controlled. The first group is divided into state, local or municipal, union district, county, and joint county junior colleges; the second into those under denominational control or affiliation, non-denominational and nonprofit institutions, and proprietary institutions. The following abbreviations are used:

A.M.E.—African Methodist Episcopal

A.M.E.Z.—African Methodist Episcopal Zion

A. of God—Assembly of God

Br. in Chr.—Brethren in Christ

Ch. of Chr.—Church of Christ

Ch. N. J.—Church of New Jerusalem

Cong. Chr.—Congregational and Christian

Disc. Chr.—Disciples of Christ

Ev. M. C.—Evangelical Mission Covenant

E.U.B.—Evangelical United Brethren

Free Meth.—Free Methodist

Friends—Society of Friends

L. D. S.—Latter Day Saints

Pent. Hol.—Pentecostal Holiness

Pil. Hol.—Pilgrim Holiness

Presbyter.—Presbyterian

Ref. Ch. Am.—Reformed Church in America

R. L. D. S.—Reorganized Church of Latter Day Saints

S-Day Adv.—Seventh-Day Adventist

Un. Ch. Can.—United Church of Canada

Wes. Meth.—Wesleyan Methodist

Year Organized. Each institution was asked to report the year it was organized as a junior college. In some cases the date of origin of an institution which later developed into a junior college may have been given.

Enrollment. Enrollment data are given for the year June 1, 1955, to May 31, 1956, unless otherwise stated. A "special student" is defined as a student who is not classified as either a freshman or sophomore because he is carrying less than a full-time load but who can be considered to be working toward a degree, diploma, or certificate. An "adult student" is defined as one who is above the compulsory school age and who would not be classified as a freshman, sophomore or special student.

Faculty. The number of faculty is given for the same year as the student enrollment. The full-time faculty equivalent total is the sum of the full-time faculty and the full-time equivalent of the part-time faculty.

Membership. Membership in the American Association of Junior Colleges is indicated by an "M" or a "P" depending upon whether the membership is full or provisional. Active membership is open to any college which has received complete accreditation or equivalent recognition of any of the types indicated under "accreditation" above. Provisional membership is open to newly organized institutions and to others which have not yet received such recognition.

TABLE I
Summaries for All Junior Colleges by States

State	Num- ber of Col- leges	Membership in A.A.J.C.			Student Enrollment, 1955-56				Faculty, 1955-56			Total Full- time Equiva- lent
		Ac- tive Mem- bers	Provi- sional Mem- bers	Total	Fresh- man	Sopho- more	Special	Adult	Full- time Faculty	Part- time Faculty		
Alabama	11	8	..	2050	1281	635	80	54	134	38	..	152
Arizona	2	2	..	5655	1416	571	213	3455	76	3	78	..
Arkansas	4	4	..	2546	1257	725	58	506	57	27	68	..
California	70	52	1	381910	125537	57457	53400	145516	4223	4244	..	5562
Colorado	8	8	..	7152	1777	971	265	4139	190	198	..	241
Connecticut	8	6	..	9983	1611	902	1275	6195	169	485	..	316
Delaware	1	1	..	221	115	72	5	29	20	4	..	21
Dist. of Col.	7	6	1	3023	1490	1424	82	27	148	148	..	248
Florida	10	10	..	7418	2708	1341	1503	1866	196	154	..	245
Georgia	18	14	..	12629	3204	1711	1507	6207	210	108	..	268
Idaho	4	3	..	4394	1522	689	684	1499	111	46	..	129
Illinois	25	20	..	28081	10742	4956	6859	5524	434	802	..	718
Indiana	10	1	..	3907	1224	822	997	864	70	143	..	113
Iowa	24	21	..	12068	2641	1603	851	6973	195	312	..	313
Kansas	21	19	..	7471	3208	1791	547	1925	194	230	..	301
Kentucky	12	11	..	3954	2010	1359	384	201	154	63	..	177
Louisiana	1	1	..	336	247	83	6	..	21	4	..	23
Maine	4	3	..	693	354	194	43	102	50	16	..	56
Maryland	12	7	..	3178	1583	887	321	387	133	74	..	166
Massachusetts	18	17	..	7863	3621	2102	818	1322	313	288	..	431
Michigan	18	17	1	26127	7893	4024	5748	8462	431	451	..	559
Minnesota	11	10	..	8921	1280	709	194	6738	114	154	..	188
Mississippi	22	17	..	10280	4661	2918	1095	1606	452	156	..	528
Missouri	20	16	..	11502	4928	2825	318	3431	483	178	..	562
Montana	3	3	..	810	256	143	120	291	33	32	..	48
Nebraska	6	3	..	1950	677	339	119	815	77	50	..	98
Nevada	1	1	..	576	131	33	51	361	6	33	..	18
New Hampshire	1	1	..	541	309	213	19	..	43	1	..	44
New Jersey	11	7	..	3480	1783	754	794	149	145	58	..	173
New Mexico	2	1	..	288	175	74	16	23	19	23	..	32
New York	35	19	..	29661	7720	4206	3193	14542	940	698	..	1152
North Carolina	22	18	..	8821	4248	2082	1155	1336	298	192	..	378
North Dakota	4	4	..	1912	1013	486	28	385	76	40	..	94
Ohio	7	6	..	4749	1725	568	1347	1109	69	220	..	142
Oklahoma	16	12	..	6896	3749	1777	800	570	202	140	..	260
Oregon	4	4	..	3096	1163	530	1209	194	124	56	..	142
Pennsylvania	27	11	..	17778	3436	1604	1112	11626	328	851	..	616
Rhode Island	1	1	..	637	47	15	557	18	2	44	..	15
South Carolina	9	6	..	1490	786	537	137	30	62	42	..	85
South Dakota	3	2	..	404	124	125	150	5	32	17	..	39
Tennessee	8	6	1	2526	1430	866	196	34	119	65	..	150
Texas	45	41	..	62802	26479	13190	8198	14935	1444	1048	..	1768
Utah	4	4	..	6579	1471	950	1494	2664	109	158	..	165
Vermont	2	2	..	555	330	207	18	..	42	2	..	43
Virginia	14	11	1	11429	2733	1296	2755	4645	333	221	..	423
Washington	11	10	..	22971	3798	1650	3584	13939	275	366	..	402
West Virginia	4	4	..	1654	1035	534	67	18	74	17	..	84
Wisconsin	35	1	..	4259	2227	1118	878	36	171	202	..	236
Wyoming	4	4	..	3162	591	304	158	2109	55	107	..	76
Alaska	4	2	..	1543	96	29	789	629	12	63	..	33
Canada	5	2	..	2209	877	316	720	296	95	58	..	119
Canal Zone	1	1	..	644	127	61	40	416	5	27	..	18
Greece	1	..	..	136	65	71	..	..	8	6	..	11
Hawaii	2	..	1	328	142	32	154	..	27	4	..	28
Philippines	1	1	..	131	98	33	..	..	6	4	..	7
Puerto Rico	1	..	1	172	150	20	2	..	9	4	..	6
TOTALS		635	462	7	765551	255301	124934	107113	278203	13818	13175	18368

TABLE II
Summaries for Public Junior Colleges by States

State	Number of Col- leges	Ac- tive Mem- bers	Provi- sional Mem- bers	Membership in A.A.J.C.	Student Enrollment, 1955-56				Faculty, 1955-56		Total Full- time Equivalent
				Total	Fresh- man	Sopho- more	Special	Adult	Full- time Faculty	Part- time Faculty	
Alabama	1	—	—	298	160	89	7	42	12	—	12
Arizona	2	2	—	5655	1416	571	213	3455	76	3	78
Arkansas	2	2	—	837	341	222	36	238	23	6	26
California	65	49	1	381283	125175	57246	53370	145492	4160	4228	5493
Colorado	7	7	—	6730	1505	827	259	4139	152	191	201
Florida	5	5	—	5021	1650	777	933	1661	125	125	163
Georgia	9	7	—	10820	2233	1123	1385	6079	115	88	161
Idaho	3	2	—	2763	951	423	329	1060	68	36	83
Illinois	14	13	—	24788	9577	4317	6292	4602	333	629	558
Indiana	6	1	—	3613	1128	733	930	822	46	124	82
Iowa	16	14	—	9699	1514	775	690	6720	46	264	144
Kansas	14	13	—	6291	2747	1554	299	1691	122	186	210
Kentucky	2	2	—	890	382	228	115	165	14	18	19
Louisiana	1	1	—	336	247	83	6	—	21	4	23
Maryland	7	4	—	2533	1321	659	301	252	90	52	114
Massachusetts	2	2	—	558	219	86	146	107	—	83	23
Michigan	15	15	—	25861	7738	3930	5731	8462	408	429	525
Minnesota	9	8	—	8572	1079	565	190	6738	95	138	161
Mississippi	15	14	—	8993	4078	2392	1052	1471	384	123	442
Missouri	8	8	—	7666	2755	1398	160	3353	183	104	230
Montana	3	3	—	810	256	143	120	291	33	32	48
Nebraska	4	3	—	1820	612	291	102	815	42	47	62
Nevada	1	1	—	576	131	33	51	361	6	33	18
New Jersey	2	2	—	1023	260	144	543	76	25	24	37
New Mexico	2	1	—	288	175	74	16	23	19	23	32
New York	17	11	—	27580	6613	3470	2993	14504	758	546	909
North Carolina	5	4	—	2865	936	410	712	807	40	80	70
North Dakota	4	4	—	1912	1013	486	28	385	76	40	94
Ohio	1	1	—	405	106	19	9	271	40	—	40
Oklahoma	13	10	—	6515	3482	1704	759	570	180	114	222
Oregon	2	2	—	1599	1012	432	55	100	94	12	98
Pennsylvania	12	1	—	14413	2000	704	577	11132	177	705	409
Tennessee	1	1	—	723	410	304	9	—	50	5	52
Texas	34	31	—	60352	25105	12403	7994	14850	1339	944	1619
Utah	4	4	—	6579	1471	950	1494	2664	109	158	165
Virginia	3	2	—	9074	1311	560	2659	4544	143	170	212
Washington	10	10	—	22907	3754	1630	3584	13939	275	359	399
West Virginia	1	1	—	603	341	203	59	—	39	1	39
Wisconsin	31	1	—	3968	2075	1009	848	36	147	175	203
Wyoming	4	4	—	3162	591	304	158	2109	55	107	76
Alaska	3	2	—	1528	81	29	789	629	8	62	29
Canada	2	—	—	576	106	70	340	60	33	33	45
Canal Zone	1	1	—	644	127	61	40	416	5	27	18
TOTALS	363	269	1	683129	218184	103431	96383	265131	10166	10528	13644

TABLE III
Summaries for Private Junior Colleges by States

State	Membership in A.A.J.C.			Student Enrollment, 1955-56				Faculty, 1955-56			
	Num- ber of Col- leges	Ac- tive Mem- bers	Provi- sional Mem- bers	Total	Fresh- man	Sopho- more	Special	Adults	Full- time Faculty	Part- time Faculty	Total Full- time Equivalent
Alabama	10	8	..	1752	1121	546	73	12	122	38	140
Arkansas	2	2	..	1709	916	503	22	268	34	21	42
California	5	3	..	627	362	211	30	24	63	16	69
Colorado	1	1	..	422	272	144	6	..	38	7	40
Connecticut	8	6	..	9983	1611	902	1275	6195	169	485	316
Delaware	1	1	..	221	115	72	5	29	20	4	21
Dist. of Columbia	7	6	1	3023	1490	1424	82	27	148	148	248
Florida	5	5	..	2397	1058	564	570	205	71	29	82
Georgia	9	7	..	1809	971	588	122	128	95	20	107
Idaho	1	1	..	1631	571	266	355	439	43	10	46
Illinois	11	7	..	3293	1165	639	567	922	101	173	160
Indiana	4	..	..	294	96	89	67	42	24	19	31
Iowa	8	7	..	2369	1127	828	161	253	149	48	169
Kansas	7	6	..	1180	461	237	248	234	72	44	91
Kentucky	10	9	..	3064	1628	1131	269	36	140	45	158
Maine	4	3	..	693	354	194	43	102	50	16	56
Maryland	5	3	..	645	262	228	20	135	43	22	52
Massachusetts	16	15	..	7305	3402	2016	672	1215	313	205	408
Michigan	3	2	..	266	155	94	17	..	23	22	34
Minnesota	2	2	..	349	201	144	4	..	19	16	27
Mississippi	7	3	..	1287	583	526	43	135	68	33	86
Missouri	12	8	..	3836	2173	1427	158	78	300	74	332
Nebraska	2	..	..	130	65	48	17	..	35	3	36
New Hampshire	1	1	..	541	309	213	19	..	43	1	44
New Jersey	9	5	..	2457	1523	610	251	73	120	34	136
New York	18	8	..	2081	1107	736	200	38	182	152	243
North Carolina	17	14	..	5956	3312	1672	443	529	258	112	308
Ohio	6	5	..	4344	1619	549	1338	838	29	220	102
Oklahoma	3	2	..	381	267	73	41	..	22	26	38
Oregon	2	2	..	1497	151	98	1154	94	30	44	44
Pennsylvania	15	10	..	3365	1436	900	535	494	151	146	207
Rhode Island	1	1	..	637	47	15	557	18	2	44	15
South Carolina	9	6	..	1490	786	537	137	30	62	42	85
South Dakota	3	2	..	404	124	125	150	5	32	17	39
Tennessee	7	5	1	1803	1020	562	187	34	69	60	98
Texas	11	10	..	2450	1374	787	204	85	105	104	149
Vermont	2	2	..	555	330	207	18	..	42	2	43
Virginia	11	9	1	2355	1422	736	96	101	190	51	211
Washington	1	..	..	64	44	20	..	..	7	3	..
West Virginia	3	3	..	1051	694	331	8	18	35	16	45
Wisconsin	4	..	..	291	152	109	30	..	24	27	33
Alaska	1	..	..	15	15	..	..	..	4	1	4
Canada	3	2	1	1633	771	246	380	236	62	25	74
Greece	1	..	..	136	65	71	..	..	8	6	11
Hawaii	2	1	..	328	142	32	154	..	27	4	28
Philippines	1	1	..	131	98	33	..	..	6	4	7
Puerto Rico	1	..	1	172	150	20	2	..	9	4	6
TOTALS	272	193	6	82422	37117	21503	10730	13072	3652	2647	4724

Directory of Junior Colleges, 1957

JUNIOR COLLEGE DIRECTORY

Institution	Location	Administrative Head	Accreditation	Control or Affiliation	Organized as a Jr. Coll.	Students, 1955-56			Faculty 1955-56		
						Total	Fresh.	Soph.	Spec. iale	Adults	Full- Time
ALABAMA											
<i>Publicly controlled</i>											
Alabama State Coll., Br. (N)	Mobile	S. D. Bishop, Dean	D A S	C	State	1936	2	298	160	89	7
<i>Privately controlled</i>											
Alabama Christian College	Montgomery	Rex A. Turner, Pres.	M	A	C	Ch. Chr.	1942	2	195	146	49
Daniel Payne College (N)	Birmingham	H. D. Gregg, Pres.	M	S	C	A.M.E.	1953-54	2	139	102	36
Marion Institute	Marion	R. C. Prostine, Pres.	M	D A S	M	Nonprofit	1919	2	190	128	61
Oakwood College	Huntsville	G. J. Millet, Pres.	M	D	C	S-Day Adv.	1896	2	240	135	80
Sacred Heart College	Cullman	Mary Susan Sevier, Pres.	M	S	W	Catholic	1940	2	50	34	16
St. Bernard College	Cullman	Very Rev. Eugene Flynn, V.P.	M	S	M	Catholic	1932	2	287	165	111
St. Joseph's Prep. Seminary	Holy Trinity	Rev. Killian Mooney, Custod.	X	M	M	Catholic	1925	2	19	8	4
Snead Jr. College	Boaz	Virgil McCain, Pres.	M	Y S	C	Methodist	1936	2	374	265	95
Southern Union College	Wardley	Douglas Wason, Pres.	M	D A	C	Cong.-Chr.	1922	2	189	112	72
Walker College	Jasper	D. J. Rowland, Pres.	M	A	M	Nonprofit	1938	2	69	26	22
ARIZONA											
<i>Publicly controlled</i>											
Eastern Arizona Jr. College	Thatcher	P. E. Guitteau, Pres.	M	D A	C	County	1921	2	191	89	5
Phoenix College	Phoenix	R. J. Hannelly, Dean	M	D A N	C	Un. Dist.	1920	2	4865	1225	482
ARKANSAS											
<i>Publicly controlled</i>											
Arkansas State Coll.—Beebe Br.	Beebe	Dr. Carl Renfro, Pres.	M	D A	C	State	1932	2	160	62	67
Fort Smith Jr. College	Fort Smith	Elmer Cook, Pres.	M	D A	C	Local	1928	2	677	279	155
<i>Privately controlled</i>											
Little Rock Jr. College	Little Rock	E. O. Brothers, Pres.	M	D N	C	Private	1927	2	1146	743	392
Southern Baptist College	Walnut Ridge	Dr. H. E. Williams, Pres.	M	D	C	Baptist	1941	2	563	173	111
CALIFORNIA											
<i>Publicly controlled</i>											
Allan Hancock College	Santa Maria	Wm. S. Houpt, Dir.	M	D T	C	District	1920	2	402	160	86
American River Jr. College	Del Paso Hgts.	Bill J. Priest, Pres.	M	D T	C	District	1955	2	1425	440	75

THE JUNIOR COLLEGE FOR JOURNAL JANUARY 1957

Institution	Location	Administrative Head	Number of Employees Full-time	Accred- itation	Control or Organ- izational Affiliation as a Jr. Coll.	Students, 1955-56			Faculty 1955-56							
						Total	Fresh.	Soph.	Spec- ials	Admis.	Full- Time	Part- Time	Fall- Term	Winter		
Antelope Valley Jr. College	Lancaster	F. J. Fleming, Dir.	M	D T	C	Jt.Un.Dist.	1929	2	2625	219	140	243	2023	11	36	22
Bakersfield College	Bakersfield	Ralph Prator, Pres.	M	D T	C	District	1913	2	6241	1298	590	4353	.....	84	108	113
Cerritos Jr. College	Artesia	R. F. Burnight, Dist. Supt.	P	D	C	District	1955	2	.....	.....	.....	.....	.....	.....	.....	.....
Chaffey College	Ontario	L. A. Wadsworth, Dir.	M	D T	C	District	1916	2	6004	1268	509	816	3411	76	46	87
Citrus Jr. College	Azusa	M. E. Eisenbise, Dir.	M	D T	C	Un. Dist.	1915	2	1384	342	185	174	633	16	23	25
Coalinga College	Coalinga	A. M. Livingston, Dir.	M	D T	C	Un. Dist.	1931	2	253	155	76	22	14	14	16	20
Compton College	Compton	Paul Martin, Pres.	M	D T	C	District	1927	2	7409	5630	1614	165	85	50	98	98
East Contra Costa Jr. Coll.	Concord	Karl O. Drexel, Dir.	M	D T	C	District	1950	2	6667	848	125	476	4524	55	64	87
El Camino College	Los Angeles	Ben. K. Swartz, Dir.	M	D T	C	Local	1945	2	11517	2157	926	8434	.....	100	191	142
Fresno Jr. College	El Camino	Forrest G. Murdoch, Pres.	M	D T	C	District	1947	2	6733	4562	2171	153	30	159	159	159
Fresno Jr. College	Fresno	Stuart M. White, Pres.	M	D T	C	Un. Dist.	1910	2	2728	882	216	343	1287	64	46	79
Fullerton Jr. College	Fullerton	H. Lynn Sheller, Dir.	M	D T	C	Jt.Un.Dist.	1913	2	2579	1385	710	394	90	87	14	93
Fullerton Evening Jr. Coll.	Glendale	John N. Reid, Pres.	D	T	C	District	1946	2	3477	125	175	3177	.....	100	100	25
Glendale College	Glendale	Gerhard E. Ehmann, Dir.	D	T	C	Local	1927	2	9630	1217	703	7710	89	12	92	92
Hartwell College	Solinas	Stuart Dufour, Pres.	M	D T	C	Local	1920	2	1067	626	338	14	89	41	8	45
Imperial Valley College	El Centro	E. W. Waterman, Dir.	M	D T	C	Un. Dist.	1922	2	715	212	52	91	360	3	29	14
Lassen Jr. College	Susamville	C. F. Karasek, Dir.	M	D T	C	District	1924	2	215	140	60	15	15	8	13	12
Long Beach City College	Long Beach	Geo. E. Dolson, Asst. Supt.	M	D T	C	Un. Dist.	1927	2	45598	20104	4810	4569	16115	161	365	256
Los Angeles City College	Los Angeles	John Lombardi, Dir.	M	D T	C	District	1929	2	28155	17199	10956	.....	293	384	377	377
Los Angeles Harbor Jr. Coll.	Wilmington	Ray J. Casey, Dir.	M	D T	C	District	1949	2	4271	3201	1070	.....	51	52	75	75
Los Angeles Jr. Coll. of Bus.	Los Angeles	John N. Given, Dir.	M	D T	C	District	1950	2	5604	4181	1423	.....	36	50	49	49
Los Angeles Pierce Jr. Coll.	Woodland Hills	John B. Shepard, Dir.	M	D T	C	District	1947	2	7054	948	436	5668	62	44	107	81
Los Angeles Trade-Tech Jr. Coll.	Los Angeles	F. Parker Wilber, Dir.	M	D T	C	District	1949	2	16893	3201	1064	12628	.....	114	237	174
Los Angeles Valley Jr. Coll.	Van Nuys	Walter Coulthas, Dir.	M	D T	C	Local	1949	2	9223	6386	2837	.....	95	137	135	135
Marin College of	Kentfield	Ward H. Austin, Pres.	M	D T	C	District	1926	2	7331	551	248	331	6201	40	67	57
Modesto Jr. College	Modesto	Roy C. McCall, Pres.	M	D T	C	District	1921	2	2459	1210	671	120	458	100	10	103
Modesto Evening Jr. College	Modesto	Wesley M. Pusch, Pres.	D	T	C	Local	1939	2	6756	.....	.....	6756	9	82	28	28
Monterey Peninsula College	Monterey	Calvin C. Flint, Pres.	M	D T	C	Un. Dist.	1947	2	2705	503	389	1405	408	48	37	61
Mount San Antonio College	Pomona	Oscar H. Edinger, Jr., Pres.	M	D T	C	District	1946	2	6425	1499	677	793	3456	96	69	118
Napa College	Napa	Roy I. Patrick, Pres.	M	D T	C	Un. Dist.	1942	4	605	407	198	.....	54	15	59	59
Napa Evening Jr. College	Napa	Paul Lathrop, Dir.	D	T	C	Un. Dist.	1942	2	2030	810	198	1022	.....	59	14	14
Oakland Jr. College	Oakland	Frank G. Adams, Dir.	M	D T	C	District	1953	2	16874	3800	1680	11394	152	158	186	186
Oceanside-Carlsbad College	Oceanside	Bob V. Rodgers, Dir.	M	D T	C	Un. Dist.	1934	2	2570	687	152	430	1301	9	34	22
Orange Coast College	Mesa	D. H. Peterson, Pres.	M	D T	C	District	1947	2	8081	1129	680	6012	74	115	105	105
Palomar College	San Marcos	John W. Dunn, Pres.	M	D T	C	District	1946	2	8185	225	90	500	1000	20	38	32
Palo Verde College	Bythe	Frederick R. Huber, Pres.	M	D T	C	Un. Dist.	1947	2	235	67	27	1	140	6	5	8
Pasadena City College	Pasadena	Wm. B. Langsdorf, Pres.	M	D T	C	District	1924	2	32736	9049	5343	18344	180	365	364	364

JUNIOR COLLEGE DIRECTORY

Porterville College	Porterville	O. H. Shires, Dir.	DT	C	Un. Dist.	1927	2	339	200	119	3	17	18	9	21
Reedley College	Reedley	Stephen E. Epler, Pres.	DT	C	It.Un.Dist.	1926	2	770	434	257	35	44	16	34	33
Riverside College	Riverside	O. W. Noble, Pres.	DT	C	District	1916	2	4311	821	929	46	3515	52	1	52
Sacramento Jr. College	Sacramento	Harold H. Stephenson, Pres.	DT	C	Un. Dist.	1916	2	2389	1411	868	80	118	1	126	126
Sacramento Even. Jr. College	Sacramento	Tom Weems, Prin.	DT	C	Un. Dist.	1942	2	13200	.....	.....	13200	7	118	66	66
Salinas Even. Jr. College	Salinas	Glen W. Wilson, Prin.	DT	C	Jt. Dist.	1935	2	2380	.....	.....	2380	.....	33	4	4
San Benito County Jr. College	Hollister	Frank A. Bauman, Supt.	DT	C	County	1919	2	44	25	8	7	4	15	5	5
San Bernardino Valley College	San Bernardino	John L. Lounsherry, Pres.	DT	C	Un. Dist.	1926	2	10816	1825	901	5471	2619	96	96	96
San Diego Jr. College	San Diego	Walter L. Thatcher, Prin.	DT	C	Un. Dist.	1924	2	3912	2867	1045	.....	128	148	183	183
San Jose Jr. College	San Jose	H. R. Buchser, Dir.	DT	C	Un. Dist.	1921	2	4994	3845	874	275	.....	63	82	79
San Francisco City College	San Francisco	Louis G. Conlan, Pres.	DT	C	Local	1935	2	8310	3239	2979	2092	.....	228	21	230
San Luis Obispo Jr. College	San Luis Obispo	Frank C. Holt, Prin.	DT	C	Local	1936	2	264	98	52	52	.....	88	2	14
San Mateo College	San Mateo	Julio Bortolazzo, Pres.	DT	C	District	1922	2	11097	1387	782	478	8450	112	143	143
Santa Ana College	Santa Ana	Dan C. McNaughton, Pres.	DT	C	District	1915	2	1281	476	280	89	456	32	18	38
Santa Barbara Jr. College	Santa Barbara	Leonard L. Bowman, Pres.	DT	C	District	1908	2	941	543	208	190	.....	32	32	32
Santa Monica City College	Santa Monica	Wade F. Thomas, Pres.	DT	C	State	1929	2	13011	4053	2317	2317	6641	201	10	205
Santa Rosa Jr. College	Santa Rosa	Floyd P. Bailey, Pres.	DT	C	District	1918	2	4876	806	521	258	3291	65	86	94
Sequoias, College of	Visalia	Ivan C. Crookshanks, Pres.	DT	C	District	1926	2	3403	853	167	1932	52	16	60	60
Shasta College	Redding	G. A. Collyer, Pres.	DT	C	Un. Dist.	1949	2	1551	458	237	52	804	37	3	39
Sierra College	Auburn	Harry D. Wiser, Pres.	DT	C	District	1936	2	682	374	256	28	24	28	10	33
Stockton College	Stockton	Burke W. Bradley, Pres.	DT	C	District	1935	4	2738	877	467	260	1134	161	44	185
Tait College	Tait	Carlyn A. Basham, Pres.	DT	C	Un. Dist.	1922	2	870	198	112	76	484	12	24	24
Vallejo Jr. College	Vallejo	Cecil A. McDonald, Pres.	DT	C	District	1945	2	609	407	202	.....	.....	12	33	27
Ventura College	Ventura	Philip Putnam, Dir.	DT	C	Un. Dist.	1929	2	3942	1235	677	.....	2830	68	86	98
West Contra Costa Jr. College	San Pablo	Jos. F. Cosand, Dir.	DT	C	District	1949	2	4995	1467	698	.....	21	53	21	21
Yuba College	Marysville	J. J. Collins, Pres.	DT	C	District	1927	2	667	423	212	10	22	39	2	40
<i>Privately controlled</i>															
California Concordia College	Oakland	Ernest F. Seier, Pres.	A ¹	C	Lutheran	1918	2	62	33	27	2	.....	14	1	14
Cogswell Polytech. College	San Francisco	Eugene W. Smith, Pres.	DA ²	C	Nonprofit	1920	2	131	67	62	2	.....	8	2	8
Deep Springs College	Deep Springs	H. R. Roodhouse, Dir.	DA ²	C	Nonprofit	1917	2	12	5	7	7	.....	3	1	3
Los Angeles Pacific College	Los Angeles	Robert J. Cox, Pres.	DA ²	C	FreeMeth.	1911	4	123	48	25	26	24	19	6	21
Meno College	Menlo Park	Wm. E. Kraft, Pres.	DA ²	C	Nonprofit	1927	2	299	209	90	.....	.....	19	6	22
<i>COLORADO</i>															
<i>Publicly controlled</i>															
Fort Lewis A&M College	Durango	Chas. Dale Rea, Pres.	DA ²	C	State	1927	2	276	125	70	14	67	12	4	14
Lamar Jr. College	Lamar	Victor Charles, Pres.	DA ²	C	County	1937	2	385	74	33	8	270	7	2	8
Mesa College	Junction	Horace J. Wubben, Pres.	DA ²	C	County	1925	2	1479	427	189	6	857	34	43	43
Northeastern Jr. College	Sterling	Ervin S. French, Pres.	DA ²	C	County	1941	2	675	154	77	88	356	13	21	18
Otero Jr. College	La Junta	Wm. McDavit, Pres.	DA ²	C	County	1941	2	371	122	63	55	131	15	2	16
Pueblo Jr. College	Pueblo	Marvin C. Knudson, Pres.	DN	C	County	1937	2	2100	403	260	48	1389	45	67	67
Trinidad State Jr. College	Trinidad	Dwight C. Baird, Pres.	DA ²	C	County	1925	2	1444	200	135	40	1069	26	52	32

* A four-year program for conferring B.A. degrees for Bible and Bus. Admin. majors.

Institution	Location	Administrative Head	Academic Institution	Affiliation	Students, 1955-56			Students, 1955-56	Faculty 1955-56		
					Total	Fresh.	Soph.	Seniors	Adults	Full-Time	Part-Time
<i>Privately controlled</i>											
Colorado Womens College	Denver	Val H. Wilson, Pres.	M D A N	W Nonprofit	1920	2	422	272	144	6	.....
CONNECTICUT											
<i>Privately controlled</i>											
Connecticut Jr. College of Hartford	Bridgeport	Earle M. Biggsbee, Dean	M D A E	C Nonprofit	1927	2	2845	570	399	276	1600
Hartford College	West Hartford	Laura A. Johnson, Dean	M D A	W Nonprofit	1939	3	291	21	17	17	7
Hillyer College	Hartford	Alan S. Wilson, Pres.	M D E	C Nonprofit	1937	2	4091	358	128	30	235
Mitchell College	New London	Robt. C. Weller, Pres.	M D E	C Nonprofit	1938	2	734	202	81	15	26
New Haven College	New Haven	M. K. Peterson, Pres.	M D A E	C Nonprofit	1926	2	1364	175	48	337	804
Our Lady of the Angels Jr. Coll.	Enfield	Mother Mary Laura, Pres.	W Catholic	1950	3	44	16	28	11	.....	3
Quinnipiac College	Hamden	Nils G. Sahlim, Pres.	M D	C Nonprofit	1929	2	714	211	142	11	350
St. Thomas Seminary	Bloomfield	Rt. Rev. Msgr. Byrnes, Pres.	D E	M Catholic	1897	2	140	50	55	35	.....
DELAWARE											
<i>Privately controlled</i>											
Wesley Junior College	Dover	J. Paul Slaybaugh, Pres.	M A M Y	C Methodist	1942	2	221	115	72	5	29
DISTRICT OF COLUMBIA											
<i>Privately controlled</i>											
Georgetown Visitation Jr. Coll.	Washington	Mother M. Cecilia Clark, Pres.	M D M	W Catholic	1919	2	155	92	62	1	.....
Geo. Washington Univ. Jr. Coll.	Washington	Geo. M. Kochi, Dean	M M	C Nonprofit	1930	2	2126	1000	1126	.....	90
Holton-Arms Jr. College	Washington	Mildred Brown, Pres.	M D A	W Nonprofit	1927	2	50	35	14	1	.....
Immaculata Jr. College	Washington	Sister Marie Angele, Pres.	M D M	W Catholic	1922	2	120	63	57	.....	3
Marjorie Webster Jr. College	Washington	Marjorie Webster, Pres.	M D	W Propriet.	1943	2	255	162	93	.....	28
Mt. Vernon Jr. College	Washington	Geo. W. Lloyd, Pres.	M D	W Nonprofit	1928	2	171	100	67	4	.....
Washington Hall Jr. College	Washington	John J. Humphrey, Pres.	P D	C Nonprofit	1954	2	146	38	5	76	27
FLORIDA											
<i>Publicly controlled</i>											
Chipola Jr. College	Marianna	K. G. Skaggs, Pres.	M D	C Jt. County	1947	2	822	239	160	23	400
Palm Beach Jr. College	Lake Worth	John I. Leonard, Pres.	M D S	C County	1933	2	519	244	105	134	36
Pensacola Jr. College	Pensacola	Henry L. Ashmore, Pres.	M D A S	C Jt. County	1948	2	1643	506	174	605	358
St. Petersburg Jr. College	St. Petersburg	M. M. Bennett, Pres.	M D S	C County	1927	2	1888	578	274	169	867
Washington Jr. College (N)	Pensacola	G. T. Wiggins, Pres.	M D A S	C County	1949	2	149	83	64	2

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Aveilla Domini College	Sister M. Loyola, Dean	D	W	Catholic	1937	3	54	18	33	3	2	10	5
Fort Wayne Art Sch. & Museum	Francis C. Baptist, Dir.	D	A	Nonprofit	1945	3	84	30	10	2	42	6	9
Our Lady of the Lake Seminary	Rev. John S. Smerke, Rector	X	X	Catholic	1939	2	57	25	23	9	13	13	13
Victory Noll Jr. College	Mother Cecilia, Superior	X	W	Catholic	1949	2	99	23	23	53	3	3	4
IOWA													
Boone Jr. College	Boone	D	D	D	D	D	D	D	D	D	D	D	D
Burlington College	Burlington	D	D	N	N	N	N	N	N	N	N	N	N
Centerville Community College	Centerville	D	D	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Clarinda Jr. College	Clarinda	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Clinton Jr. College	Clinton	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Creston Jr. College	Creston	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Eagle Grove Jr. College	Eagle Grove	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Felisworth College	Iowa Falls	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Flemingsburg Jr. College	Emmetsburg	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Estherville Jr. College	Estherville	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Fort Dodge Jr. College	Fort Dodge	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Keokuk Community College	Keokuk	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Marshalltown Jr. College	Marshalltown	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Mason City Jr. College	Mason City	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Muscatine Jr. College	Muscatine	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Webster City Jr. College	Webster City	M	M	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local
Privately controlled													
Dordt College	Sioux Center	Leonard R. Haan, Dean	C	Chr. Ref.	1955	2	37	37	37	37	37	37	37
Grace Lutheran College	Lamoni	Edmund J. Gleazer, Jr., Pres.	C	R.L.D.S.	1915	2	668	360	283	25	25	25	25
Grand View College	Des Moines	Ernest D. Nielsen, Pres.	M	D.A.	1925	2	296	159	95	42	42	42	42
Mount Mercy Jr. College	Cedar Rapids	Sister Mary Ildiphone, Pres.	M	D.A.	1928	2	306	105	96	88	88	88	88
Mount Saint Clara College	Clyde	Mother M. Regis Cleary, Pres.	M	D.A.	1918	2	234	90	101	2	41	41	41
Northwestern College	Orange City	Preston J. Stegenga, Pres.	M	D.A.	1928	2	377	114	67	1	165	165	165
Ottumwa Heights Jr. College	Ottumwa	Sister M. A. Kennedy, Dean	M	N	1925	2	167	95	72	35	20	20	20
Waldorf College	Forest City	Rev. S. D. Fauske, Pres.	M	D.N.	1920	2	284	167	114	3	18	18	18
KANSAS													
Arkansas City Jr. College	Arkansas City	K. R. Galle, Dean	M	D	District	1922	2	624	220	134	38	232	11
Chanute Jr. College	Chanute	Howard A. Jeser, Dean	M	D.A.	District	1936	2	232	118	80	24	10	3
Coffeyville College	Coffeyville	Karl M. Wilson, Dean	M	D.A.	Local	1923	2	1064	370	162	10	522	19
Dodge City College	Dodge City	Guy C. Davis, Dean	M	D	District	1935	2	743	177	106	22	438	6
El Dorado Jr. College	El Dorado	Tilghman H. Aley, Dean	M	D	District	1927	2	488	213	115	.....	160	4

Institution	Location	Administrative Head	Number of students	Students, 1955-56			Faculty, 1955-56							
				Accred- itation	Control or Affiliation	Organ- ized on a Jr. Col.	Total	Fresh.	Soph.	Spec- iale	Adults	Full- Time	Part- Time	
<i>Fort Scott Jr. College</i>														
Garden City Jr. College	Garden City	C. W. Trogdon, Dean	M	D	C	Local	1919	2	202	153	49	3	19	
Highland Jr. College	Garden City	A. H. Elland, Dean	M	D	C	Local	1919	2	238	100	86	30	12	
Hutchinson Jr. College	Hutchinson	S. H. Byham, Dean	M	D	C	State	1920	2	130	92	38	8	2	
Independence Community Coll.	Independence	Ellsworth R. Briges, Dean	M	D	C	Local	1928	2	527	289	219	19	7	
Iola Junior College	Iola	Fred Cinotto, Dean	M	D	C	Local	1925	4	290	182	99	4	5	
Kansas City Jr. College	Kansas City	Floyd C. Smith, Dean	M	D	C	District	1923	2	169	90	20	5	3	
Parsons Jr. College	Parsons	C. W. Harvey, Dean	M	D	N	Local	1923	2	649	372	202	75	18	
Pratt Jr. College	Pratt	Chas. E. Thiebaud, Dean	M	D	N	Local	1923	4	421	204	136	23	11	
<i>Privately controlled</i>														
Central College	McPherson	Elmer E. Parsons, Pres.	M	D	C	Free Meth.	1914	2	60	42	18	49	10	
Donnelly College	Kansas City	Sister Jerome Keefer, Dean	M	D	C	Catholic	1949	2	445	198	98	100	10	
Friends Bible College	Haviland	Sheldon G. Jackson, Pres.	M	D	C	Friends	1927	2	71	26	26	11	3	
Hesston Coll. and Bible School	Hesston	Roy D. Roth, Pres.	M	D	C	Mennonite	1915	2	104	73	25	6	9	
Miltonvale Wesleyan College	Miltonvale	Wesley L. Knapp, Pres.	M	D	C	Methodist	1909	2	49	27	19	3	1	
Sacred Heart College	Wichita	Sister Mary Hilary, Pres.	M	D	W	Catholic	1933	2	319	50	26	123	27	
Ursuline College of Paola	Paola	Mother Cecilia Koehler, Pres.	M	D	W	Catholic	1924	2	132	45	25	62	8	
KENTUCKY														
<i>Publicly controlled</i>														
Ashland Jr. College	Ashland	Clyde Lewis, Dean	M	S	C	Local	1938	2	419	148	108	22	141	
Paducah Jr. College	Paducah	R. G. Matheson, Pres.	M	S	C	Local	1932	2	471	234	120	93	24	
<i>Privately controlled</i>														
Bethel College	Hopkinsville	John Edwin Richardson, Pres.	M	S	C	Baptist	1916	2	193	89	62	12	14	
Campbellsville Jr. College	Campbellsville	John M. Carter, Pres.	M	S	C	Baptist	1924	2	540	317	173	50	2	
Caney Jr. College	Pippa Passes	Alice S. G. Lloyd, Dir.	M	D	C	Nonprofit	1923	2	185	115	70	26	19	
Cumberland College	Williamsburg	J. M. Boswell, Pres.	M	S	C	Baptist	1889	2	709	402	303	4	6	
Lindsey Wilson College	Columbia	John Burns Horton, Pres.	M	Y	S	C	Methodist	1923	2	253	130	121	15	21
Loretto Jr. College	Loretto	Mother M. Lake, Pres.	D	D	W	Catholic	1934	2	105	46	20	39	2	
Midway Jr. College	Midway	Lewis A. Piper, Pres.	M	D	W	Disc. Chr.	1945	4	52	38	12	2	9	
Pikeville College	Pikeville	A. A. Page, Pres.	M	S	C	Presbyterian	1916	2	655	316	228	111	1	
St. Catharine Jr. College	St. Catharine	Mother Mary Julia, Pres.	M	D	C	Catholic	1931	2	186	54	86	46	19	
Sue Bennett College	London	Oscie Sanders, Pres.	M	S	C	Methodist	1922	2	186	121	56	3	16	
LOUISIANA														
<i>Publicly controlled</i>														
F. T. Nichols, Jr. Coll. of	LSU ... Thibodaux	Chas. C. Elkins, Dean	M	S	C	State	1948	2	336	247	83	6	23	

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MAINE

<i>Privately controlled</i>	
Oblate College and Seminary	Bar Harbor
Portland Jr. College	Portland
Ricker College	Houlton
Westbrook Jr. College	Portland

X	M	Catholic	1944	2	42	26	7	9	4	4	4
A ¹	M	Nonprofit	1933	2	269	112	51	20	86	9	9
E	M	Baptist	1926	2	55	33	21	1	13	—	13
A ¹ E	M	Nonprofit	1925	2	327	183	115	14	15	24	7
											27

MARYLAND

<i>Publicly controlled</i>	
Baltimore Jr. College	Baltimore
Hagerstown Jr. College	Hagerstown
Montgomery Jr. College	Takoma Park
St. Mary's Seminary Jr. College	St. Mary's City
State Teachers College	Frostburg
State Teachers College, Towson	Baltimore
State Teachers College	Salisbury

X	M	D	A	M	D	A	M	D	A	M	C
A ¹	M	D	A	M	D	A	M	D	A	M	Local
E	M	D	A	M	D	A	M	D	A	M	County
A ¹ E	M	D	A	M	D	A	M	D	A	M	County

<i>Privately controlled</i>	
Baltimore, J. C. of Univ. of	Baltimore
St. Charles College	Catonsville
St. Peter's	Baltimore
Villa Julie Jr. College	Stevenson
Xaverian College	Silver Spring

X	M	D	A	M	D	A	M	D	A	M	C
A ¹	M	D	A	M	D	A	M	D	A	M	Local
E	M	D	A	M	D	A	M	D	A	M	Local
A ¹ E	M	D	A	M	D	A	M	D	A	M	Local

MASSACHUSETTS

<i>Publicly controlled</i>	
Holyoke Jr. College	Holyoke
Newton Jr. College	Newtonville

X	M	D	C	M	D	C	M	D	C	M	Local
A ¹	M	D	C	M	D	C	M	D	C	M	Local
E	M	D	C	M	D	C	M	D	C	M	Local
A ¹ E	M	D	C	M	D	C	M	D	C	M	Local

<i>Privately controlled</i>	
Bay Path Jr. College	Longmeadow
Becker Jr. College	Worcester
Boston Univ. Jr. College	Boston
Bradford Jr. College	Bradford
Burdett College	Boston
Cambridge Jr. College	Cambridge
Chamberlyne Jr. College	Boston
Dean Academy and Jr. College	Franklin
Endicott Jr. College	Beverly
Fisher Jr. College	Boston
Garland School, a Jr. College	Boston
Lasell Jr. College	Auburndale

X	M	D	C	M	D	C	M	D	C	M	W
A ¹	M	D	C	M	D	C	M	D	C	M	DEY
E	M	D	C	M	D	C	M	D	C	M	Nonprofit
A ¹ E	M	D	C	M	D	C	M	D	C	M	Nonprofit

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Institution	Location	Administrative Head	Accreditation	Control or Organization	Organizations included	Students, 1955-56			Faculty 1955-56			
						Total	Fresh.	Soph.	Spec. students	Admis.	Full-time	Part-time
MICHIGAN												
Leicester Jr. College	Leicester	Paul R. Swan, Pres.	M D	M Nonprofit	1939 2	64	41	23	.....	6	2	7
Nichols Jr. College	Dudley	James L. Conrad, Pres.	M D	M Nonprofit	1931 2	330	205	125	.....	15	5	18
Pine Manor Jr. College	Wellesley	Fred C. Ferry, Jr., Pres.	M D	M Nonprofit	1911 2	228	125	102	1	22	16	29
Worcester Jr. College	Worcester	Harold Bentley, Dir.	M D	C Nonprofit	1938 2	1666	387	161	252	866	24	69
<i>Publicly controlled</i>												
Alpena Community College	Alpena	Stanley E. VanLare, Dir.	M D	C Local	1952 2	747	66	51	48	582	8	14
Battle Creek Community Coll.	Battle Creek	Bob O. Hatton, Dir.	M D	C Local	1956 1	.....	.....	.....	.....	4	3	5
Bay City Jr. College	Bay City	Eric J. Bradner, Dean	M D	C Local	1922 2	3714	567	306	457	2384	29	44
Community Coll. & Tech. Inst.	Benton Harbor	C. G. Beckwith, Pres.	M D	C Local	1946 2	765	337	103	228	97	14	8
Ferris Inst./Gen. Col./Pre-prof. Div.	Big Rapids	A. J. Dolio, Dean	M D	C State	1953 3	841	513	286	12	.....	33	7
Flint Jr. College	Flint	Clyde E. Blocker, Dean	M N	C Local	1923 2	3003	1790	1184	29	50	50	70
Gogebic Community College	Ironwood	Jacob A. Solin, Dir.	M N	C District	1932 2	314	89	50	25	150	3	15
Grand Rapids Jr. College	Grand Rapids	John E. Tirrell, Dean	M N	C Local	1914 2	1355	935	420	.....	53	6	9
Henry Ford Community College	Dearborn	Fred K. Eshleman, Dean	M N	C Local	1938 2	8421	691	296	4183	3251	68	183
Highland Park Jr. College	Highland Pk.	Grant O. Withey, Dean	M N	C Local	1918 2	1808	1265	543	.....	52	7	54
Jackson Jr. College	Jackson	Wm. N. Atkinson, Pres.	M N	C Local	1928 2	820	373	240	207	27	19	33
Muskegon Community College	Muskegon	A. G. Umbreit, Dir.	M N	C District	1926 2	1448	368	165	236	679	19	31
Northwestern Michigan College	Traverse City	Preston N. Tanis, Dir.	M D	C District	1951 2	927	175	116	26	610	13	6
Port Huron Junior College	Port Huron	A. Ross MacLaren, Dean	M D	C Local	1923 2	724	301	153	270	22	3	23
South Macomb Community Coll.	Van Dyke	Walter E. Bradley, Dean	M D	C Local	1953 2	974	208	47	10	709	4	33
<i>Privately controlled</i>												
Spring Arbor College	Spring Arbor	LeRoy M. Lowell, Pres.	M D	C FreeMeth.	1923 2	132	72	33	7	.....	4	12
Saint Joseph's Seminary	Grand Rapids	Rt. Rev. E. Falicki, Rector	M X	M Catholic	1909 2	43	18	19	6	11	11	11
Suomi College	Hancock	David T. Halkola, Pres.	M D	C Lutheran	1923 2	91	65	22	4	.....	8	10
MINNESOTA												
<i>Publicly controlled</i>												
Austin	Austin	Reuben I. Meland, Dean	M D A	C District	1940 2	2378	153	73	11	2141	11	13
Brainerd Jr. College	Brainerd	J. E. Chalberg, Dean	M D A	C District	1938 2	531	87	32	3	409	7	14
Ely Junior College	Ely	I. Loso, Dean	M D A	C Local	1922 2	638	49	40	.....	549	6	8
Eveleth Jr. College	Eveleth	E. T. Carlsrud, Dean	M D A N	C District	1918 2	90	56	33	1	.....	5	14
Hibbing Jr. College	Hibbing	John J. Neumaier, Dean	M D A N	C Local	1916 2	806	182	102	34	488	17	13
Itasca Jr. College	Golovina	Harold E. Wilson, Dean	M D A	C Local	1922 2	322	110	59	3	150	9	11
Rochester Jr. College	Rochester	Chas. E. Hill, Dean	M D A	C Local	1915 2	2192	201	84	124	1783	19	30

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Virginia Junior College	Virginia	M	D	N	C	Local	1921	2	1119	143	99	5	872	20	6	23
Worthington Jr. College	Worthington	W.	Donald	Olsen, Dean	M	D	A	M	496	98	43	9	346	1	14	9
<i>Privately controlled</i>																
Bethany Lutheran College	Mankato	M	M	A	C	Lutheran	1926	2	76	46	26	4	.....	9	6	12
Concordia College	St. Paul	W.	W.	Teigen, Pres.	M	A	M	C	1905	273	155	118	10	10	15

MISSISSIPPI

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Coahoma Jr. College (N)	Clarksdale	B. F. McLaurin, Pres.	M	D	A	S	C	State	1949	2	304	161	79	36	28	7	5	10
Copiah-Lincoln Jr. College	Wesson	F. M. Fortenberry, Pres.	M	D	A	S	C	Jt. County	1928	2	471	239	137	10	85	20	11	27
East Central Jr. College	Decatur	W. A. Vincent, Pres.	M	D	A	S	C	District	1928	2	524	284	220	20	40	3	41	.....
East Mississippi Jr. College	Scooba	R. A. Harbour, Pres.	M	D	A	S	C	District	1927	2	272	138	82	26	20	4	22	.....
Hinds Jr. College	Raymond	G. W. McLendon, Pres.	M	D	A	S	C	County	1923	4	1154	441	278	318	117	31	33	44
Holmes Jr. College	Fulton	F. B. Branch, Pres.	M	D	A	S	C	Jt. County	1925	2	284	161	119	4	.....	22	6	25
Inawauna Jr. College	Ellisville	Philip A. Sheffield, Pres.	M	D	A	S	C	Jt. County	1948	2	729	415	310	4	.....	20	15	28
Jones County Jr. College	Meridian	J. B. Young, Pres.	M	D	A	S	C	Jt. County	1927	2	1236	627	298	311	42	12	12	48
The Northeast Miss. Jr. College	Booneville	J. O. Carson, Dir.	M	D	A	S	C	Local	1937	4	572	124	57	2	389	49	5	50
Northwest Miss. Jr. College	Senatobia	W. H. Hinion, Pres.	M	D	A	S	C	Jt. County	1948	2	1307	344	193	276	494	30	10	33
Pearl River Jr. College	Poplarville	R. D. McLendon, Pres.	M	D	A	S	C	Jt. County	1927	2	497	245	134	2	116	25	3	26
Perkinston Jr. College	Perkinston	Garwin H. Johnston, Pres.	M	D	A	S	C	Jt. County	1926	2	430	228	157	15	30	12	11	19
Southwest Miss. Jr. College	Summit	J. J. Hayden, Jr., Pres.	M	D	A	S	C	Jt. County	1926	2	474	307	146	21	20	2	21	.....
Sunflower Jr. College	Moorhead	H. T. Huddleston, Pres.	M	D	A	S	C	Jt. County	1927	2	393	160	98	5	130	18	3	20
		W. B. Horton, Pres.	M	D	A	S	C	Jt. County	1926	2	346	204	84	2	56	28	.....	28
<i>Privately controlled</i>																		
All Saints' Episcopal Jr. College	Vicksburg	W. G. Christian, Rector	M	D	A	S	C	Episcopal	1908	2	32	17	2	1	12	11	11	11
Clarke Memorial College	Newton	Rev. W. L. Comper, Pres.	M	D	A	S	C	Baptist	1919	2	436	234	181	21	16	1	16	.....
Gulf Park College	Gulfport	Wm. G. Dwyer, Pres.	M	D	A	S	C	Nonprofit	1921	4	163	51	112	.....	25	2	26	.....
Mary Holmes Jr. College (N)	West Point	Harry A. Brandt, Pres.	M	D	A	S	C	Presbyter.	1932	2	150	40	26	.....	84	1	11	6
Okolona College (N)	Okolona	W. M. Milam Davis, Pres.	M	D	A	S	C	Episcopal	1932	2	271	87	152	2	30	3	5	5
Prentiss Normal & Ind. Inst. (N)	Prentiss	J. E. Johnson, Pres.	M	D	A	S	C	Nonprofit	1930	2	105	65	23	8	9	3	10	11
Wood Jr. College	Mathiston	Chas. T. Morgan, Pres.	M	D	A	S	C	Methodist	1927	2	130	89	30	11	9	4	11

MISSOURI

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Flat River, Jr. College of	St. Louis	Arthur W. Mullens, Pres.	M	D	A	S	C	District	1922	2	335	173	99	63	5	15	17
Harris Teachers College	Jefferson City	Chas. A. Naylor, Pres.	M	D	A	N	C	Local	1930	2	792	533	259	.....	54	.....	54	.....
Jefferson City Jr. College	Joplin	Joe Nichols, Jr., Dean	M	D	A	N	C	District	1926	4	321	101	56	2	162	27	2	28
Kansas City, Jr. College	Kansas City	Maurice L. Litton, Dean	M	D	A	N	C	Local	1938	2	829	377	160	74	218	12	12	29
Moberly Jr. College	Moberly	Miles G. Blim, Dean	M	D	A	N	C	Local	1915	2	4526	1131	564	17	284	45	54	66
		James R. Chevalier, Pres.	M	D	A	S	C	Local	1927	4	311	81	67	4	159	3	13	10

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NEW HAMPSHIRE

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Colby Jr. College New London

NEW JERSEY

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Jersey City Jr. College Jersey City
Trenton Jr. College Trenton

Privately controlled

Mendham Mendham
Centenary College for Women Hackettstown
Immaculate Conception Jr. Coll. Lodi
Monmouth College Blackwood
Mother of the Savior Sem. Princeton
St. Joseph's College Paterson
Tombrock Jr. College Cranford
Union Jr. College Villa Walsh Jr. College Morristown

Geo. M. Maxwell, Dean	M	D	E	W	Nonprofit	1928	2	541	309	213	19	.....	43	1	44
Henry J. Parinski, Pres.	M	D	C	Local	1946	2	636	70	53	510	3	12	22	23	23
	M	D	C	Local	1947	2	387	190	91	33	73	13	2	14	14
Mother M. Augustine, Pres.	M	DX	W	Catholic	1953	2	39	30	1	8	9	.....	9	9	9
Edw. W. Seay, Pres.	M	DY	W	Methodist	1929	2	471	282	189	68	46	2	2	8	8
Rev. Mother Antionette, Pres.	M	DX	W	Catholic	1941	2	99	13	18	231	49	73	23	13	28
Edw. Schlaeter, Pres.	M	DM	C	Nonprofit	1933	2	1101	748	231	12	13	6	1	6	6
Rev. Edw. DeBrin, Dean	M	X	M	Catholic	1947	2	25	20	15	4	3	4	3	4	4
Daniel P. Munday, Pres.	D	M	M	Catholic	1938	2	39	10	10	580	340	118	122	8	3
Sister M. Gervasia, Dean	X	W	C	Nonprofit	1956	1	1	10	10	2	2	3	3	3	3
Kenneth C. MacKay, Pres.	M	D	C	Nonprofit	1933	2	2	93	68	25	11	1	11	11	11
Mother Ninetta Ionata, Pres.	W	DX	W	Catholic	1948	2	2	2	2	2	2	2	2	2	2

NEW MEXICO

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Carlsbad College Instruct. Cr. Carlsbad
New Mexico Military Institute Roswell

Eugene M. Austin, Pres.	M	D	E	W	Nonprofit	1928	2	541	309	213	19	.....	43	1	44
Geo. M. Maxwell, Dean	M	D	C	Local	1946	2	636	70	53	510	3	12	22	23	23
Henry J. Parinski, Pres.	M	D	C	Local	1947	2	387	190	91	33	73	13	2	14	14
Mother M. Augustine, Pres.	M	DX	W	Catholic	1953	2	39	30	1	8	9	.....	9	9	9
Edw. W. Seay, Pres.	M	DY	W	Methodist	1929	2	471	282	189	68	46	2	2	8	8
Rev. Mother Antionette, Pres.	M	DX	W	Catholic	1941	2	99	13	18	231	49	73	23	13	28
Edw. Schlaeter, Pres.	M	DM	C	Nonprofit	1933	2	1101	748	231	12	13	6	1	6	6
Rev. Edw. DeBrin, Dean	M	X	M	Catholic	1947	2	25	20	15	4	3	3	3	3	3
Daniel P. Munday, Pres.	D	M	M	Catholic	1938	2	39	10	10	580	340	118	122	8	3
Sister M. Gervasia, Dean	X	W	C	Nonprofit	1956	1	1	10	10	2	2	3	3	3	3
Kenneth C. MacKay, Pres.	M	D	C	Nonprofit	1933	2	2	93	68	25	11	1	11	11	11
Mother Ninetta Ionata, Pres.	W	DX	W	Catholic	1948	2	2	2	2	2	2	2	2	2	2

NEW YORK

Publicly Controlled

Auburn Community College Auburn
Broome Tech. Community Coll. Binghamton
Frie County Tech. Institute Buffalo
Fashion Inst. of Technology New York
Hudson Valley Tech. Inst. Troy
Jamesstown Community College Jamestown
Mohawk Valley Tech. Inst. Utica
New York City Com. Col. of Ap.-A&S Brooklyn
Orange County Com. College Middletown
Staten Island Com. College Staten Island
State University of New York State University
Agricultural & Technical Inst. Alfred Alfred
Agricultural & Technical Inst. Canton Canton
Agricultural & Technical Inst. Cobleskill Cobleskill

Chas. G. Hetherington, Pres.	D	C	Un.Dist.	1953	2	384	173	36	175	13	9	16
Cecil C. Tyrell, Pres.	M	D	State	1946	2	937	249	136	8	544	35	40
Laurence E. Spring, Pres.	M	D	County	1946	2	2449	445	345	15	1644	56	70
Lawrence L. Bethel, Pres.	M	D	State	1944	2	1206	218	173	815	34	42	49
Otto V. Guenther, Pres.	M	DM	County	1953	2	865	271	222	3	369	29	31
Hudson Valley Tech. Inst. Troy	M	D	Local	1950	2	420	112	32	22	254	11	27
Jamesstown Community College Jamestown	M	D	County	1946	2	421	322	99	99	21	5	23
Mohawk Valley Tech. Inst. Utica	M	D	Local St.	1946	2	5008	1460	918	2577	53	162	192
New York City Com. Col. of Ap.-A&S Brooklyn	M	D	County	1950	2	2042	427	199	38	1378	46	29
Orange County Com. College Middletown	D	C	District	1955	2	.....	.....	.....	.....	.....	.....	.....
Staten Island Com. College Staten Island	M	DM	State	1937	2	695	684	11	13	75	6	78
State University of New York State University	M	DM	State	1907	2	556	257	164	133	2	32	4
Agricultural & Technical Inst. Alfred Alfred	M	DM	State	1941	2	366	213	147	6	23	8	25
Agricultural & Technical Inst. Canton Canton	.....	DM	State	.....	.....	.....	.....	.....	.....	.....	.....	.....
Agricultural & Technical Inst. Cobleskill Cobleskill	.....	DM	State	.....	.....	.....	.....	.....	.....	.....	.....	.....

Institution	Location	Administrative Head	Membership	Accreditation	Control or Affiliation	Organized as a Jr. Coll.	Students, 1955-56				Faculty 1955-56		
							Total	Fresh.	Soph.	Spec. ciale	Full- time	Part- time	
Agricultural & Technical Inst., Delhi		W. R. Kunsela, Dir.	M	DM	C	State	1913	2	250	150	24	1	24
Agricultural & Technical Inst., Farmingdale		Halsey B. Knapp, Dir.	M	DM	C	State	1935	2	9751	915	5	8334	111
Agricultural & Technical Inst., Morrisville		M. B. Galbreath, Dir.	M	DM	C	State	1938	2	532	337	48	1	48
Westchester Community College, White Plains		Philip C. Martin, Pres.	M	D	C	County	1946	2	1698	380	207	1111	38
<i>Privately controlled</i>													
Bennett Jr. College	Millbrook	Miss Courtney Carroll, Pres.	M	DM	W	Nonprofit	1935	2	213	126	87	37	38
Briarcliff Jr. College	Briarcliff Manor	Clara M. Tread, Pres.	M	DM	W	Nonprofit	1933	2	269	160	106	3	21
Catherine McAuley Jr. College	Rochester	Sister N. dePazzi, Dean	M	D	W	Catholic	1954	3	69	22	12	35	5
Cazenovia Jr. College	Cazenovia	Isabel D. Phisterer, Pres.	M	D	W	Nonprofit	1934	2	146	98	46	2	5
Concordia Jr. College	Bronxville	Albert E. Meyer, Dean	M	DM	C	Lutheran	1936	2	137	76	61	9	13
Dominican Jr. Coll. of Blauvelt	Blauvelt	Rev. Mother Geraldine, Pres.	M	DX	W	Catholic	1952	3	116	30	20	36	11
Epiphany Apostolic College	Newburgh	Very Rev. F. X. Dalesy, Rector	M	DX	M	Catholic	1889	2	22	8	4	10	8
Eymard Preparatory Seminary	Hyde Park	Daniel C. Roach, Dean	M	DX	M	Catholic	1927	2	16	6	8	2	5
Finch College	New York	Roland R. DeMarco, Pres.	M	M	W	Nonprofit	1937	2	182	104	70	6	2
Hervey Jr. College	New York	Robert L. Lincoln, Pres.	M	D	C	YMCA	1946	2	208	87	79	42	2
Holy Cross Preparatory Sem.	Dunkirk	V. Rev. B. Buckley, Rector	M	D	M	Catholic	1930	2	45	22	23	8	18
La Salleite Seminary	Altamont	Rev. P. J. O'Hara, Pres.	D	M	M	Catholic	1953	2	24	18	6	8	8
Mercy Jr. College	Tarrytown	Mother Jeanne Ferrier, Pres.	D	DX	W	Catholic	1950	3	44	13	21	10	1
Our Lady of Hope Mission Sem.	Newburgh	Rev. Edw. G. Mahoney, Pres.	M	DM	M	Catholic	1953	2	32	20	12	11	7
Packer Collegiate Institute	Brooklyn	Paul D. Shafer, Pres.	M	DM	W	Nonprofit	1919	2	62	42	20	11	6
Paul Smith's College	Paul Smiths	Chester L. Buxton, Pres.	M	DM	C	Nonprofit	1946	2	300	192	108	4	17
St. Joseph's Seraphic Sem.	Callioon	V. Rev. Pascal Foley, Rector	M	DM	M	Catholic	1901	2	98	51	29	16	10
St. Thomas Aquinas College	Sparkill	Mother M. Kevin, Pres.	D	W	C	Catholic	1952	3	108	32	24	52	9
NORTH CAROLINA													
<i>Publicly controlled</i>													
Asheville-Biltmore College	Asheville	Glen L. Bushey, Pres.	M	D	C	Local	1927	2	468	87	44	236	101
Carver College (N)	Charlotte	Edw. H. Brown, Dr.	M	D	C	Local	1949	2	458	164	89	146	9
Charlotte College	Charlotte	Bonnie E. Cone, Dr.	M	D	C	Local	1946	2	600	359	136	186	4
Gaston Technical Institute	Gastonia	James I. Mason, Dr.	M	DS	M	State	1952	1	368	102	266	11	35
Wilmington College	Wilmington	Wm. M. Randall, Dean	M	DS	C	County	1947	2	881	224	141	461	3
<i>Privately controlled</i>													
Brevard College	Brevard	Rev. Robt. H. Staney, Pres.	M	DYS	C	Methodist	1883	2	328	189	60	79	16
Campbell College	Buies' Creek	Leslie H. Campbell, Pres.	M	DS	C	Baptist	1926	4	612	391	193	28	5
Chowan Jr. College	Murfreesboro	F. O. Mixon, Pres.*	M	D	C	Baptist	1937	2	314	141	138	35	35

* Deceased.

JUNIOR COLLEGE DIRECTORY

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Gardner Webb College	Boiling Springs	P. L. Elliott, Pres.	M	D	S	C	Baptist	1928	2	823	317	125	31	350	21	6	24	
Immanuel Lutheran College (N)	Greensboro	Wm. H. Kampschmidt, Pres.	M	D	S	C	Lutheran	1931	2	32	16	10	1	5	19	7	3	
Lees-McRae College	Banner Elk	Fletcher Nelson, Pres.	M	D	S	C	Presbyterian	1929	2	330	193	137	7	17	42	17	4	
Louisburg College	Louisburg	C. W. Robbins, Pres.	M	D	S	C	Methodist	1855	2	343	245	91	2	359	2	6	22	
Mars Hill College	Mars Hill	Hoyt Blackwell, Pres.	M	D	S	C	Baptist	1921	2	1038	677	223	156	42	5	45	18	
Mitchell College	Statesville	John Montgomery, Pres.	M	D	S	C	Presbyterian	1922	2	66	33	34	8	1	8	3	9	
Oak Ridge Military Institute	Oak Ridge	Col. T. O. Wright, Pres.	M	D	S	C	Nonprofit	1932	2	66	56	10	40	14	14	8	4	
Peace College	Raleigh	Wm. C. Pressly, Pres.	M	D	S	C	Presbyterian	1917	4	249	143	66	43	21	14	4	16	
Pineland Coll. & Edws. Mil. Inst.	Salemburg	Wm. J. Blanchard, Pres.	M	D	S	C	Nonprofit	1926	2	132	68	37	44	33	14	8	16	
Sacred Heart Jr. College	Maxton	Louis C. LaMotte, Pres.	M	D	S	C	Presbyterian	1929	2	235	121	37	44	33	11	7	12	
St. Mary's Jr. College	Belmont	Mother M. Maura, Pres.	M	D	S	C	Catholic	1935	2	223	110	110	3	6	14	9	9	
Warren Wilson College	Raleigh	Richard G. Stone, Pres.	M	D	S	C	Episcopal	1900	4	234	116	88	30	22	8	26	8	
Wingate College	Swannanoa	Arthur M. Bannerman, Pres.	M	D	S	C	Presbyterian	1942	3	173	90	80	3	12	9	26	16	
	Wingate	Budd E. Smith, Pres.	M	D	S	C	Baptist	1923	4	551	283	92	85	91	22	3	24	
NORTH DAKOTA																		
<i>Publicly controlled</i>																		
Bismarck Jr. College	Bismarck	Sidney J. Lee, Dean	M	A	C	Local	1939	2	637	245	102	5	285	12	25	18	11	
DeVils Lake Jr. College	Devis Lake	F. H. Gilliland, Pres.	M	A	C	Local	1941	2	48	20	6	7	15	2	9	11	11	
N. D. School of Forestry	Bottineau	C. N. Nelson, Pres.	M	A	C	State	1925	2	185	107	55	8	15	10	3	11	11	
N. D. State School of Science	Wahpeton	G. W. Hawerty, Pres.	M	A	C	State	1903	2	1042	641	323	8	70	52	3	54	54	
OHIO																		
<i>Publicly controlled</i>																		
Univ. of Toledo Jr. College	Toledo	Newton C. Roche, Dir.	M	D	N	C	Local	1938	2	405	106	19	9	271	40	40	40	
<i>Privately controlled</i>																		
Franklin Univ., Jr. College of Ohio Mechanics Institute	Columbus	Joseph F. Frasch, Dir.	M	D	C	YMCA	1918	2	1234	155	120	959	517	5	35	25		
Salmon P. Chase College	Cincinnati	Kenneth R. Miller, Pres.	M	D	C	Nonprofit	1919	2	958	218	110	113	517	12	68	32		
Sinclair College	Cincinnati	Richard L. Stanley, Dean	M	D	C	YMCA	1926	2	485	262	141	82	82	2	18	12		
Tiffin University	Dayton	C. C. Bussey, Dir.	M	D	C	YMCA	1924	4	1236	887	123	97	129	4	79	20		
Urbania Junior College	Tiffin	Richard C. Pfeiffer, Pres.	M	D ²	C	Nonprofit	1924	4	187	80	47	10	50	6	4	8		
	Urbania	Edw. F. Memmott, Pres.	M	D	C	Ch. of N.J.	1927	2	244	17	8	77	142	16	5	5		
OKLAHOMA																		
<i>Publicly controlled</i>																		
Altus Junior College	Altus	H. G. Steele, Dean	M	D	C	State	1926	2	190	68	16	106	1	9	4	4		
Cameron St. Agri. Col.	Lawton	C. Vernon Howell, Pres.	M	D	C	State	1927	2	1633	859	428	346	34	25	44	44		
Connors St. Agri. Col.	Warner	Jacob Johnson, Pres.	M	D	C	State	1927	2	399	185	102	112	20	20	20	20		
Eastern Okla. A&M Col.	Wilburton	E. T. Dunlap, Pres.	M	D	N	C	State	1939	2	933	549	78	78	28	2	29	29	
El Reno Junior College	El Reno	Paul R. Taylor, Supt.	M	D	C	Local	1938	2	85	40	15	15	30	10	2	2		
Murray State Agri. Col.	Tishomingo	Clive E. Murray, Pres.	M	D	C	State	1922	2	584	331	147	106	22	2	23	23		
Muskogee Junior College	Muskogee	Bessie M. Huff, Dean	M	D	C	Local	1928	2	273	152	121	1	22	2	2	8		
Northeastern Okla. A&M Col.	Miami	Bruce G. Carter, Pres.	M	D	N	C	State	1919	2	966	432	186	20	328	7	7	8	

* Decreased.

Institution	Location	Administrative Head	Membership	Accreditation	Control or affiliation as a Jr. Coll.	Organized on a Jr. Coll.	Students, 1955-56			Faculty 1955-56		
							Total Fresh.	Soph.	Spec. chals.	Adults	Full-Time	Part-Time
Northern Okla. Jr. Col.	Tonkawa	V. R. Easterling, Pres. Col. H. M. Ledbetter, Pres.	M D N	M State M D N	C State C Local	1920 2	606	306	168	132	19	6
Oklahoma Military Academy	Clarendon	Orville Johnson, Dean	M D	M State C Local	1932 2	58	37	21	.....	.....	21	21
Poteau Community College	Poteau	Arch Alexander, Pres.	M D	M State C Local	1943 2	584	400	140	44	.....	15	11
Sayre Junior College	Sayre	O. D. Johns, Supt.	M D	M State C Local	1938 2	141	76	38	27	.....	6	5
Seminole Junior College	Seminole	.....	.....	.....	1931 2	63	47	16	.....	.....	10	2
<i>Privately controlled</i>												
Bacone College	Bacone	Roger Wm. Getz, Pres.	M D	C Baptist	1927 2	153	111	41	1	.....	13	16
Central Christian College	Bartlesville	James O. Baird, Pres.	M D	C Nonprofit	1950 2	182	118	29	35	.....	5	10
St. Gregory's Jr. College	Shawnee	Rt. Rev. Philip Berning, Pres.	M D	C Catholic	1955 2	46	38	3	5	.....	9	8
OREGON												
<i>Publicly controlled</i>												
Central Oregon Com. Col.	Bend	Don P. Pence, Dir.	M A ¹	C District	1949 2	345	140	50	55	100	7	10
Oregon Technical Inst.	Oreatch	W. D. Purvine, Dir.	M D ¹	C State	1947 3	1254	872	382	.....	87	2	88
<i>Privately controlled</i>												
Multnomah College	Portland	John S. Griffith, Pres.	M W	C Nonprofit	1931 2	1447	128	71	1154	94	20	42
Portland Concordia Col.	Portland	Thomas Coates, S.T.D.	M D ² A ¹	C Lutheran	1950 2	50	23	27	.....	10	2	11
PENNSYLVANIA												
<i>Publicly controlled</i>												
Hershey Junior College	Hershey	V. H. Fenstermacher, Dean	M D A M	C Local	1938 2	138	71	60	3	4	9	8
Pennsylvania State University	Altoona	Walter C. Stewart, Ad. Head	A M	C State	1953 2	1044	60	31	6	947	7	22
Allentown Undergrad. Center	Allentown	Robert E. Eiche, Ad. Head	A M	C State	1939 2	1243	267	119	87	770	27	65
Altoona Undergrad. Center	Altoona	Donald S. Hiller, Ad. Head	A M	C State	1935 2	720	130	21	69	500	8	34
Dubois Undergrad. Center	Dubois	Irvin H. Kochel, Ad. Head	A M	C State	1948 2	1799	168	70	82	1479	17	98
Erie Undergrad. Center	Erie	Frank C. Koslos, Ad. Head	A M	C State	1934 2	724	233	80	56	355	16	34
Hazleton Undergrad. Center	Hazleton	Daniel T. Hopkins, Ad. Head	A M	C State	1953 2	2137	74	38	9	2016	10	45
McKeesport Undergrad. Center	McKeesport	Coleman Herpel, Ad. Head	A M	C State	1949 2	3255	509	121	107	2518	45	138
Ozonics Undergrad. Center	Ozonics Center	Henry L. Herring, Ad. Head	A M	C State	1934 2	488	230	68	132	58	16	21
Pottsville Undergrad. Center	Pottsville	Walter P. Dickinson, Ad. Head	A M	C State	1953 2	317	59	28	.....	230	5	17
Scranton Undergrad. Center	Scranton	Walter P. Dickinson, Ad. Head	A M	C State	1953 2	576	122	35	26	393	11	18
Wilkes-Barre Undergrad. Ctr.	Wilkes-Barre	John B. Menoyer, Ad. Head	A M	C State	1953 2	1972	77	33	.....	1862	6	48
<i>Privately controlled</i>												
Academy of the New Church	Bryn Athyn	Chas. S. Cole, Jr., Dean	M	C Ch. of N.J. 1925	2	105	45	20	5	35	3	8

JUNIOR COLLEGE DIRECTORY

Conn. Col. & Tech. Inst. of Temple U.	Philadelphia	Wm. A. Schrag, Dean	M	DAM	C	Nonprofit	1947	2	299	175	124	12	7	14
Eastern Pilgrim College	Allentown	R. D. Gunsalus, Pres.	M	DA	C	Pil. Hol.	1943	2	91	18	73	....	8	2
Franciscan Preparatory Sem.	Hollidaysburg	Fr. Aloy. Hankinson, Rector	M	X	M	Catholic	1946	2	29	15	14	....	5	2
Gwynedd Mercy Jr. Col.	Gwynedd Valley	Sister M. Gregory, Dean	M	DX	W	Catholic	1948	2	260	79	42	139	12	9
Harcum Junior College	Bryn Mawr	Philip Klein, Pres.	M	DA	C	Nonprofit	1915	2	159	94	64	1	16	22
Johnstown Ctr. U. of Pittsburgh	Johnstown	Geo. W. Hoffman, Dir.	M	DAM	C	Nonprofit	1927	2	702	285	161	83	26	31
Keystone Junior College	La Plume	Blake Tewksbury, Pres.	M	DAM	C	Nonprofit	1934	2	245	144	99	2	16	5
Manor Alloysius Jr. College	Philadelphia	Mother M. Euphrasine, Pres.	M	X	W	Catholic	1947	2	42	23	6	....	5	6
Penn Hall Jr. College	Cresson	Sr. Mary Anne, Dean	M	DAM	M	Propriet.	1939	2	113	64	38	1	10	13
Pa. Sch. of Hort. for Women	Chambersburg	Sarah W. Briggs, Pres.	M	DA	W	Propriet.	1926	2	125	81	44	....	2	25
Valley Forge Mil. Jr. Col.	Ambler	Jonathan W. French, Jr., Dir.	M	W	W	Nonprofit	1952	2	41	23	12	1	5	7
Wyoming Polytech. Inst.	Wayne	Maj. Gen. M. G. Baker, Supt.	M	DAM	M	Nonprofit	1938	2	109	75	34	....	7	7
York Junior College	Wyoming	T. G. Stoudt, Pres.	M	DA ¹	C	Nonprofit	1935	2	577	67	81	429	....	1
	York	Marvin Buechel, Pres.	M	D	C	Nonprofit	1941	2	468	248	88	....	132	14
													20	19.

RHODE ISLAND

Privately controlled
Roger Williams Jr. Col. Providence

SOUTH CAROLINA

Privately controlled
Anderson College

Coastal Carolina Jr. Col.	Conway	E. F. Haight, Pres.	M	D ²	W	Baptist	1930	2	245	112	45	88	18	4
Friendship Jr. Col. (N)	Rock Hill	Geo. C. Rogers, Dir.	M	S	C	Nonprofit	1954	2	108	59	19	....	30	5
North Greenville Jr. Col.	Tigerville	James H. Goudlock, Pres.	M	D ²	C	Baptist	1935	2	160	97	59	4	30	3
Our Lady of Mercy Jr. Col.	Charleston	M. C. Donnan, Pres.	M	D ² A ³	C	Baptist	1934	2	415	237	141	37	6	8
Southern Methodist College	Greenville	Sr. M. Genevieve, Dean	M	X	W	Catholic	1935	2	21	8	13	....	20	20
Spartanburg Jr. Col.	Spartanburg	Arlie A. Adkins, Pres.	M	P	C	Methodist	1956	2	323	131	191	....	1	6
Voorhees Sch. & Jr. Col. (N)	Denmark	R. B. Burgess, Pres.	M	D ² A	C	Methodist	1927	2	157	107	50	1	....	2
Wesleyan Methodist College	Central	John F. Potts, Pres.	M	S	C	Episcopal	1929	2	157	107	50	....	6	7
		R. C. Mullinex, Pres.	M	A S	C	Methodist	1928	2	61	35	19	7	....	10

SOUTH DAKOTA

Privately controlled
Freeman Junior College

Presentación Jr. College	Ronald VonRiesen, Pres.	M	A	C	Mennonite	1921	2	86	37	49	....	10	7	13
Wessington Springs Col.	St. Anna Marie, Dean	M	A	W	Catholic	1951	2	240	45	55	140	....	6	10

TENNESSEE

Publicly controlled
Univ. of Tenn., Martin Br. Martin

Institution	Location	Administrative Head	Member of Accredited Institution	Control or Affiliation of J.C.L.	Students, 1955-56			Spec- ials	Adults	Full- Time	Part- Time	Equiva- lent Full- Time	
					Total	Fresh.	Soph.						
<i>Years included</i>													
<i>Privately controlled</i>													
Christian Brothers College	Memphis	M. S.	M	Catholic	1940	2	239	158	73	8	19	13	23
Fred-Hardman College	Henderson	M. D.S.	M	Nonprofit	1923	2	241	164	17	.....	16	9	20
Hixsee College	Madisonville	M. D.	M	Methodist	1849	2	338	182	111	45	10	7	14
Lee College	Cleveland	M. A. ²	M	Ch. of God	1941	2	282	141	62	79	.....	19	10
Martin College	Pulaski	M. D.Y.S.	M	Methodist	1870	2	193	101	74	18	11	4	12
Morristown Norm. & Ind. Col.	(N)	M. Y.S.	M	MethEpis.	1923	2	108	54	36	18	4	7	8
S.A. Owen Jr. Col. (N)	Memphis	P	M	Baptist	1954	2	221	143	42	2	34	9	11
<i>Publicly controlled</i>													
Alvin Junior College	Alvin	A. B. Templeton, Supt.	M	Local	1949	2	705	69	33	463	140	5	20
Amarillo College	Amarillo	M. D.S.	M	Local	1929	2	323	392	218	947	1966	45	12
Arlington State College	Arlington	M. D.S.	M	State	1917	2	443	2644	903	896	113	7	61
Blinn College	Brenham	M. D.A.S.	M	County	1927	2	711	372	324	15	32	3	116
Cisco Junior College	Cisco	M. D.A.	M	Local	1940	2	265	155	75	5	30	13	3
Clarendon Junior College	Clarendon	M. D.A.	M	District	1927	2	160	113	47	47	15	3	9
Corpus Christi	Corpus Christi	M. D.S.	M	District	1935	2	7993	835	430	2365	4363	81	88
Borger	Borger	M. D.A. ¹	M	Local	1948	2	1105	607	405	93	.....	16	41
Gainesville College	Gainesville	M. D.	M	Local	1924	2	240	44	38	100	58	3	12
Hardin Junior College	Wichita Falls	M. D.A.S.	M	Local	1922	2	1216	570	311	115	220	74	9
Henderson County Jr. Col.	Athens	M. D.S.	M	Local	1946	2	700	245	228	26	201	7	78
Houston Junior College	Houston	M. D.A.S.	M	County	1927	2	7379	4915	2464	.....	321	236	373
Howard County Jr. Col.	Big Spring	M. D.A.S.	M	County	1946	2	851	486	151	50	164	18	6
Kilgore College	Kilgore	M. D.A.S.	M	Un. Dist.	1935	2	2025	751	379	39	856	60	10
Laredo Junior College	Laredo	M. D.A.	M	Local	1947	2	1244	288	199	459	298	22	19
Lee College	Baytown	M. D.S.	M	District	1934	2	1380	972	282	33	93	29	12
Navarro Junior College	Corsicana	M. D.S.	M	County	1946	2	594	335	202	7	19	13	23
Odessa College	Odessa	M. D.A.S.	M	Local	1946	2	4488	749	508	807	2454	35	58
Pan American College	Edinburg	M. D.A.S.	M	District	1927	2	1494	961	395	100	38	44	16
Panola College	Carthage	M. D.	M	County	1948	2	296	92	68	13	123	12	12
Paris Junior College	Paris	M. D.S.	M	District	1924	2	613	355	247	11	.....	4	28
Ranger Junior College	Ranger	M. D.	M	District	1926	2	542	320	210	12	20	12	26
St. Philip's College	San Antonio	M. D.S.	M	Un. Dist.	1927	4	978	577	162	155	84	18	28
San Antonio College	San Antonio	M. D.A.S.	M	County	1928	2	1696	702	314	155	325	28	39
San Antonio College	San Antonio	M. D.A.S.	M	Un. Dist.	1925	2	7538	3830	1907	112	1689	59	116

THE JUNIOR COLLEGE JOURNAL FOR JANUARY 1957

Institution	Location	Administrative Head	Accreditation	Students, 1955-56	Faculty 1955-56		
					% Control or Affiliation Col.	Spec. ials	Full- Time
<i>Years included</i>							
Bluefield College	Bluefield	Chas. L. Harman, Pres.	M D S	C Baptist	1922 2	282 183	3 14 3
Ferrum Junior College	Ferrum	C. Ralph Arthur, Pres.	M D	C Methodist	1936 2	125 44	9 10 12
Marion College	Marion	John H. Fray, Pres.	M D	W Lutheran	1913 2	143 66	19 16 16
Marymount Jr. College	Arlington	Mother B. Walsh, Pres.	P D	W Catholic	1950 2	188 114	74 15 10 20
Shenandoah College	Troy	Brady, Pres.	M D S	C Ev. U. B.	1924 2	126 73	40 13 6 5 8
Southern Sem. & Jr. Col.	Buena Vista	M. Durham Rohey, Pres.	M D	Proprietor	1927 4	179 115	62 22 4
Stratford College	Danville	John Childs Simpson, Pres.	M D S	W Nonprofit	1930 2	107 70	37 20 3 21
Sullins College	Bristol	Wm. T. Martin, Pres.	M D S	W Nonprofit	1917 2	285 210	355 35
Virginia Intermont College	Lynchburg	Floyd V. Turner, Pres.	M D S	W Baptist	1912 2	345 194	101 40 10 30 2 31
Virginia Theol. Sem. & Col.	M. C. Allen, Pres.	... D	C	Baptist	1888 2	182 101	81 6 3 7
WASHINGTON							
Publicly controlled							
Centralia Junior College	Centralia	Frederick C. Kintzel, Dean	M D W	C District	1925 2	356 197	14 15 16 6
Clark College	Vancouver	P. F. Gaiser, Pres.	M D W	C Local	1933 2	2347 586	347 1004 410 52 42 64
Columbia Basin College	Pasco	Jack E. Cooney, Dir.	M D	C Local	1955 2	1919 126	167 1626 14 45 24
Everett Junior College	Everett	Frederic T. Giles, Pres.	M D W	C Local	1941 2	3446 663	287 96 2400 46 79 63
Grays Harbor College	Aberdeen	Edward P. Smith, Pres.	M D W	C District	1930 2	1980 283	138 31 1528 17 46 38
Lower Columbia Jr. College	Longview	Sigurd Rislov, Dean	M D W	C District	1934 2	1836 268	233 49 1316 21 13 28
Olympic College	Bremerton	L. J. Elias, Dean	M D W	C District	1946 2	6316 604	171 2052 3489 36 52 61
Skagit Valley Jr. College	Mount Vernon	Geo. Holson, Dean	M D W	C Un. Dist.	1926 2	1820 244	83 63 1430 14 55 39
Wenatchee Valley College	Wenatchee	James M. Starr, Pres.	M D W	C District	1939 2	948 264	118 48 518 30 6 32
Yakima Valley Jr. College	Yakima	Harold A. Hoeglund, Dean	M D W	C District	1928 2	1939 519	153 60 1207 29 15 30
Tacoma Catholic Jr. Col.	Tacoma	Mother M. Edwardine, Pres.	... A	W Catholic	1942 2	64 44	20 7 3
WEST VIRGINIA							
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Potomac St. Col. of W.V.U.	Keyser	E. E. Church, Pres.	M D A N	C State	1921 2	603 341	203 59 ... 39 1 39
Privately controlled							
Beechley College	Beckley	D. K. Shroyer, Ex. V. Pres.	M D	C Nonprofit	1933 2	904 612	292 ... 6 18 16 7 25
Greenbrier College	Lewisburg	John F. Montgomery, Pres.	M D A	W Nonprofit	1922 4	104 48	32 7 2 ... 1 9 4
Greenbrier Mil. Sch. & Jr. Col.	Lewisburg	Col. J. M. Moore, Pres.	M D A	M Nonprofit	1933 2	43 34	7 ... 2 ... 1 ... 1 9 4

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Salvatorian Seminary	Rev. Jerome Jacobs, Rector
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Casper College	M. F. Griffith, Dean
Goshen County Com. Col.	Albert C. Conger, Dir.
Torrington	

Institution	Location	Administrative Head	Accred.	Centr. or Affiliations	Organi- zation as a J.C. Coll.	Students, 1955-56			Faculty 1955-56							
						Total	Fresh.	Soph.	Spec- ials	Adults	Fall- Part- Time					
Northern Wyoming Com. Col.	Sheridan	Richard E. White, Dir.	M	M	DIAW	1948	2	522	120	38	5	359	13	22	16	
Northwest Community Coll.	Powell	J. E. Christensen, Dir.	M	M	NA	1946	2	363	158	113	16	76	11	6	13	
ALASKA																
<i>Publicly controlled</i>																
Anchorage Community Col.	Anchorage	LeRoy V. Good, Dir.	M	M	C	District	1954	2	1197	61	12	639	485	6	33	14
Juneau-Douglas Com. Col.	Juneau	Dorothy Novatney, Dir.	M	M	A	Jt. Dist.	1956	2	331	20	17	150	144	2	11	4
Ketchikan Com. College	Ketchikan	S. Clay Coy, Dir.	M	M	W	Jt. Dist.	1954	2	.....	.....	.....	.....	.....	18	11	11
<i>Privately controlled</i>																
Sheldon Jackson Jr. Col.	Sitka	R. Rolland Armstrong, Pres.	....	....	C	Presbyterian	1944	2	15	15	.....	.....	.....	4	1	4
CANADA																
<i>Publicly controlled</i>																
Nova Scotia Agri. College	Truro	Kenneth Cox, Prin.	....	....	D	C Province	1905	2	103	58	45	340	60	30	3	29
Prince of Wales College	Charlottetown	PEI/Frank MacKinnon, Prin.	....	....	DA	C Province	1855	2	473	48	25	340	60	30	4	32
<i>Privately controlled</i>																
Campion College	Regina, Sask.	R. C. Johnston, Rector	M	M	DA	C Catholic	1918	2	122	80	21	21	7	2	8	8
Luther College	Regina, Sask.	Rex H. Schneider, Prin.	M	M	DA	C Lutheran	1926	2	106	81	25	25	13	2	13	13
Mount Royal College	Calgary, Alberta	John H. Gordon, Prin.	M	M	DA	C U. C. Can.	1931	2	1405	610	200	380	215	42	21	53
CANAL ZONE																
<i>Publicly controlled</i>																
Canal Zone Jr. College	Balboa Heights	Roger C. Hackett, Dean	M	M	C	Federal	1933	2	644	127	61	40	416	5	27	18
GREECE																
<i>Privately controlled</i>																
Athens College	Athens	Homer W. Davis, Pres.	....	....	M	Nonprofit	1929	2	136	65	71	.....	.....	8	6	11
HAWAII																
<i>Privately controlled</i>																
The Church Col. of Hawaii	Oahu	Reuben D. Law, Pres.	P	P	DA ¹	C Mormon	1955	2	223	119	16	88	.....	19	1	19
Maunaolu Com. College	Maui	K. C. Lebrick, Pres.			DA ¹	C Con. Chr.	1950	2	105	23	16	66	.....	8	3	9
REPUBLIC OF PHILIPPINES																
<i>Privately controlled</i>																
Naval Reservation Jr. Col.	Olongapo, Zam.	Dionisio Lindayag, B.S.E.	M	M	C	Nonprofit	1948	2	131	98	33	.....	.....	6	4	7
PUERTO RICO																
<i>Privately controlled</i>																
Puerto Rico Jr. College	Rio Piedras	Ana G. Mendez, Pres.	P	P	C	Nonprofit	1949	2	172	150	20	2	9	4	6

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